

# THE SCHOOL JOURNAL.

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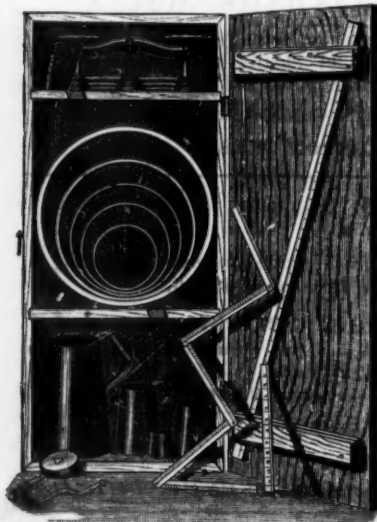
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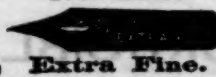
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HAVEN'T we had about enough of what Germany does, and what France does, and what England does? We fear some among us are old country fanatics. What we want just now is something that will make American schools move on. The worst—the very worst—of all our population come to us from the old world. These are of two classes, first the ignorant, semi-pauper class who don't think, and whose ancestors haven't thought from time immemorial; and the aristocratic class who don't care a fig for the lower classes. This last class are opposed to giving all children the means of getting a free education. In fact, they don't value education at all. "It makes the working class dissatisfied with their lot," they say. On the other hand we are all immediately or remotely from the old world, except a few Indians, but, there is a great difference between an Americanized foreigner and an un-Americanized one. We must work out the problem of education here, according to our environments, not according to French or Italian environments. The schools of the old world are much determined by the methods of living there, which are different from ours. Every boy in Germany expects to serve his time in the army, and afterward follow the profession marked out for him

by his parents. Even his matrimonial contract is supervised. In England, the great "public" schools are endowed boarding establishments, and the free "board" schools are not free, as ours are. The American public high school and college are unknown in Europe, and even our universities are not like the German universities. We are developing a civilization *sui generis*, so our schools must be *sui generis*. While it is well to study other educational systems, it certainly is not well to imitate them, on the plea that "it is English, you know."

TEACHERS in New York and other large cities should take note that higher free education is demanded by the people. There will be six high schools in this city within five years, three for boys and three for girls. The principals of these schools will be selected from the most successful principals of the grammar schools and will receive not less than \$5,000 a year. The next thing they should notice is that manual training will become general. This will bring better teaching, more freedom, abolition of per cent. marking and the abandonment of reports of teachers' grade at the rooms of the board of education. Principals will be given more power. They will nominate their own teachers and be held to strict account for their work. It will be considered the principal's fault if any one of his teachers does not succeed.

ALL teachers will be expected to become well informed in reference to all that pertains to their work; in other words they must be *professionally* educated. This means a good deal more knowledge than is now possessed by many city teachers.

Another fact should be noticed. It is that the Catholics are improving and strengthening their school system in every conceivable way. Teachers in Catholic parochial schools are reading and studying. They take educational papers and carefully note what they say. They are determined to make their schools the very best possible. In our system numbers count, and the time may not be far distant when the Catholics will have what they want, viz., their proportion of the school fund. Already they draw largely from the attendance on the public schools, and they are determined not to stop until they force the closing of many schools on account of diminished attendance. They say they are bound to succeed for two reasons; first, they are right, and, second, they are numerous. They ask for what they save the state. Now, public school teachers must notice that this is a remarkably strong argument, and that there is only one way to save themselves from being without employment, viz.: make their schools so good that Catholic schools cannot compete with them. Americans generally have sense enough to know a good thing when they see it. The future of the public schools depends upon their quality. The state cannot save them if public opinion turns against them. Some may say, "There is no danger." We know better, there is danger, and those who say there isn't will wake up some fine morning to find how mistaken they have been. It is well to look at these things honestly.

MUSIC educates if enjoyed; not otherwise. Inspiration is a powerful means of education. The Union army sang "John Brown," and "The Battle Hymn," and the Confederates "Dixie," in their marches, and stood the wear and tear all the better for it. But music without time, is worse than poetry without rhythm or rhyme. Inspiring poetry can't be read, neither inspiring music sung without marking time. Try to repeat, "Once upon a midnight dreary," or "To him who in the love of nature holds," or "There was a sound of revelry by night," or try to sing "Home, Sweet Home," or "Old Lang Syne," and not mark the feet or keep time. See

children standing around the organ grinders of the street: it is the time more than the music that holds them. Commence keeping time with the feet in a school, and every boy and girl will join in the motion and enjoy it. The drum is the oldest instrument of music, if musical instrument it may be called. When soldiers get the swing of the movement they will rush into battle with much greater eagerness than without it. The orator touches this impulse of our nature when he is able to rouse his hearers to noble purposes and heroic actions. Read the ringing speech of Cicero against Catiline or one of Webster's masterly orations.

Music is a beating impulse, it is a habit, an instinct; so is virtue. The inspiration of good music is a moral force. Men have been sung into good impulses. What would Moody have been without his Sankey, or the church without its hymns, or the Bible without its psalms. Many a teacher has kept his bad boys from going to the bad by singing. When the task is irksome, and the work drags, the cheering, lively song wakes up slumbering interest and gives inspiration to the whole school. Look on children singing! What a sight! Heads, hands, feet sing. Sympathies are aroused and decisions made that go all through life in these song exercises. The old Puritans lacked many elements of good because of their disregard of singing. Luther sang his work into the hearts of Germans.

Music is an orderly force. It has more power to keep a school in shape, than all the codes of rules ever made. It is impossible for a teacher to keep good order without it. With it order is easy. Good teachers understand this fact and use it.

But better than all, music is an *educative force*, that is, it broadens, enlarges, and harmonizes the whole being. It touches the sympathies, and it is not possible for the intellect to get at the will except through the sympathetic nature. Now for a few don'ts.

Don't harp on the science of music to young children. They can't understand it.

Don't be criticising, when you are singing, for the good you expect it to do the school.

Don't urge your pupils to "sing louder," "sing louder." Loudness is not a commendable quality.

Don't despise the old songs and tunes.

Don't make a display of your music for public praise. If you don't expect praise for your praying, then don't expect praise for your singing.

Don't make a child sing contrary to his will. Influence him.

Don't make singing too much of a set exercise. Let the spirit mark your singing tunes.

Don't be a slave to a "system."

Don't forget that "the method of music is obedience, and its motive love."

THERE is a great difference between a progressive and a progressing man. It is one thing to lead and altogether another thing to be forced along with the crowd. We grow old because we are progressing in life, but the veriest old conservative Turk does this. It is not at all to his credit. Something else makes the *progressive* man.

THE reading of one good book marks an era in the intellectual history of a person. But, it must be a good book, and it must be read. Get a good catalogue, select the best; if possible, examine it before you commence; but when you once begin, make thorough work of it. Read over and over again and again what is not clearly understood, until it is your own. When its ideas begin to permeate your soul you will get such an uplifting as will do you permanent good. You cannot afford to waste time in reading a poor book. The good ones are too numerous and too easily got.



## TWO SIDES.

Some teachers say that some things should be memorized that are not understood, and that some rules should be taken on trust, and that interest in study should not be relied on as the motive of work. They very strenuously argue that the memory must be stored with phrases, dates, selections, and rules that will only be understood when mature life is reached. Other teachers deny the statements. A recent writer says "teachers who do all they can to make their pupils interested in their work, will still have abundant opportunity to insist on the performance of uninteresting tasks, and tasks that are less interesting than those occupations in which their inclinations led them to engage." The italics are ours. This is a fair sample of much that goes under the name of calm pedagogical philosophy. We should call it pedagogical platitudinizing, for it says nothing. No doubt there are teachers who "do all they can." Poor, ignorant, uneducated task-masters, they know no better, and thus have "abundant opportunity" to drive their pupils through "uninteresting tasks." This is what the ignorant rabble of school drivers have been doing from time immemorial, and this is exactly what the SCHOOL JOURNAL has opposed. What if ten thousand ignorant doctors did all they could to cure their patients, or ten thousand ignorant lawyers and judges did all they could to establish justice in the land, or ten thousand ignorant ministers did all they could to lead the people to walk in the way of virtue, what would be the result? It is no possible argument in favor of poor teaching, poor doctoring, or poor preaching, to say that these practitioners are doing all they can—are living up to the best light they have. An ignorant man who can know and will not know would be held guilty if the result of his ignorance caused the death of a human being. It would be no excuse that he did not know that the medicine he gave was poisonous. He ought to have known. He could have known. Locke may have said that the foundation of all virtue and worth is the ability to follow the dictates of reason,—to cross one's own inclinations. But he must do this willingly, voluntarily, or there is no virtue in it. We have two natures, good and bad; and we are virtuous when the good nature voluntarily leads one to cross his own inclination. It is impossible for any human being to perform a virtuous act contrary to his own will. He wills to do whatever he does that is praiseworthy. If a man is made to give to the poor, it counts for nothing in the record of his good deeds. So in teaching, if a child is made contrary to his will to get a task, it will do him no good. Voluntary activity is the source of mental, moral, and physical growth. Put a weak boy, against his will, into a shaking machine, and shake him up, day after day, contrary to his inclinations, and he would be shaken into his grave in a short time. Now what is true of the body is also true of the mind and heart. No saint was ever manufactured, and no saintly man was ever made by being required to sit on a stool and learn the Bible. Good scholars cannot be made contrary to their wills.

The secret of good teaching is to get pupils to do voluntarily—to like to do—what they ought to do. A good teacher makes a pupil like to do what at first seemed to him an uninteresting task. It becomes luminous with light, and instinct with life under her magic touch.

## THE AVERAGE SUNDAY-SCHOOL TEACHER.

What quality of intellect is it supposed by those who prepare our Sunday-school lessons is possessed by the average Sunday-school teacher? We have been led to ask this question by reading a "Teachers' Journal" especially prepared for those who instruct children in Bible truth. For example, a verse reads, "And Moses and Aaron gathered the congregation together before the rock," etc. The question under this verse reads, "Where did Moses and Aaron gather the people?" The verse continues, "And he said unto them, 'Hear now ye rebels.'" The question immediately after is "What did he say?" In another lesson a verse reads, "And Moses was a hundred and twenty years old when he died," and the question is, "How old was Moses when he died?" Another is, "And the children of Israel wept for Moses in the plains of Moab thirty days," and the questions following read, "Who wept for him?" and, "How many days?"

We could fill this page with examples of this sort taken from a popular Sabbath school journal for teachers. Does the editor of this paper think that the teachers for which he is writing are idiots? If not, what is his excuse for preparing such terribly diluted milk for babes

as this? We have heard of a medical crank who prepared a very diluted dose of arnica by pouring an ounce of its extract into Lake Superior at Duluth, and dipping a quart of water from the St. Lawrence river opposite Montreal a month afterward, and have always believed the individual is a myth, or else was crazy, but the senseless questions we have quoted almost equal the stupidity of this individual. For if any teacher does not know enough, with the book open before her, to propound questions better than the samples we have shown, we hardly think he has sense enough to comprehend the Bible plan of salvation. It is because many of our Sunday-schools are run on this low plane of intelligence that some sensible people have become disgusted. There is nothing that can be made so rich, fresh, cheerful, original, and impressive as Bible truth. But it needs teachers to do it. Some of our readers may say, "Where shall they be found? We have thrust upon us a mass of voluntary ignorance in the shape of girls and boys, and thoughtless men and women who 'seek to teach' Sabbath-school classes." We answer, "What are our ministers and intelligent leaders about that they do not commence active work toward showing the people generally how teaching differs from senseless answering or more senseless repeating. We have often watched a Sabbath-school class under the stupid questioning of some empty-headed girl whose moral character was beyond reproach without doubt, but who understood as little about teaching Bible truth as a Hottentot does of conic sections. Look at the blank expressions on her pupils' faces, the aimless gazings around of the duller ones, and the pranks of the brighter ones, while she continues all unconscious, asking, "What is the golden text?" "Which are the memory verses?" "Who sent them to spy the land?" "Sent them to do what?" "What land?" "Who dwelt in it?" "Who went up?" "Who searched?" "Searched what?" "What did they return from doing?" And this innocent girl thinks when she is through that she has verily done God's work, when, the truth is, she has done no work at all. Yes, more; her labor is worse than wasted, for in the golden time of youth and in a sacred place she had the opportunity of giving her pupils the wheat and the ripe fruit of knowledge, but instead, she gave them nothing but leaves, dry at that, and husks that even the swine would not eat. Is there no sin here? How is it, Sabbath-school superintendents? How is it, clergymen? How is it, thinking men and women? Are you satisfied with such trash—such chaff? The time has come when you ought to take strong ground against this general demoralizing work that commences in some teachers' Sunday-school journal and ends in such senseless work in our Sunday-schools as we have described. The time has come to put an end to such nonsense as this. The dignity of truth demands it.

## ORIGIN OF THE THREE R'S.

In his admirable address to the graduating class of the College of the City of New York, J. Edward Simmons, Pres. of the Board of Education, makes an allusion to "the three R's," and gives the origin of this famous title, as found in the "History of Advertising," by Henry Sampson. It originated in a bulletin or handbill issued by a Mr. James Williams, who kept a small store not far from Lancaster, Eng., which reads as follows:

"James Williams, parish clerk, sextone, town crier, and bell-man, makes and sells all sorts of haberdasheries, groceries, &c., likewise hair and wigs drest and cut on the shortest notice. N. B. I keeps an evening school, where I teach at humble rates reading, riting and rithmetic, and singing. N. B.—I play the hooboy, occasionally, if wanted. N. B.—My shop is next door, where I bleed, draw teeth, and shoo horses, with the greatest skill. N. B. Children taught to dance, if agreeable, at 6d. per week, by me, J. Williams, who buy and sell old iron, and coats—boots and shoes cleaned and mended. N. B.—A hat and pr. of stockens to be outgelled for, the best in 5, on Shrof Tushday. For particulars inquire within, or at the horse shoe and bell, near the church on t'other side the way. N. B.—Look over the dore for the sign of the 3 pigeons. N. B.—I sells good ayle, and sometimes cyder. Lodgings for single men. N. B.—I teaches jografy, algebray, and them outlandish Kind of things. A ball on Wednesdays and Fridays."

In closing the address the orator made the following application to the graduating class:

## The Three R's of the Class of '88.

## RELIANCE—RECTITUDE—RESPONSIBILITY.

RELIANCE.—An unalterable purpose and resolve that with all the powers of a sound and well-trained mind and heart you will labor with undiminished courage in your chosen sphere of life to overcome difficulties, achieve success, and secure the crown of victory.

RECTITUDE.—Add to the power of a cultured mind the superiority of a blameless LIFE in all your relations with your fellow-men. Let the Apollo Belvidere of your life be a lofty example of moral and intellectual character, radiant with the grace and beauty of a faultless name.

RESPONSIBILITY.—The high privileges you have enjoyed and the power you have acquired makes you debtors to those who have been less favored as well as to the state which has endowed you with its gifts. Gold and gems are weighed in scale beams of greater or less magnitude, but the moral and intellectual forces are imponderable, yet of infinite value. You are now invested with the responsibility for their use.

Let me urge you, young men, to arm yourselves for the conflict of the future! Put on the breastplate, keep the polished blade by your side, be prepared for the duties of the coming years, and Heaven grant that you may be found honored among the victors to the end!

It is said that some members of the board of education of this city are in favor of re-organizing the Normal College, leaving President Hunter out. This would be in fact a foolish experiment. President Simmons, of the board of trustees, very well asks, "Who could be proposed in Dr. Hunter's place? No charge could be raised against him. He has a reputation all over the country as an educator. He organized the college eighteen years ago, and has for nearly forty years been identified with the most advanced steps taken in the public schools. He is not only efficient, but extremely popular with the students and the alumnae." All of which we most heartily endorse, as everyone else must who knows Dr. Hunter.

A FEW years ago this paper contained a note from a normal school professor stating that in a certain school to which the state appropriated \$18,000 per year he was the only one that took an educational journal among either faculty or students. Comment was made on this; this comment raised ill feeling among a goodly number of normal school people. They felt that they had a right not to read educational papers. But here comes Mr. Kirk, of Minnesota, and says that our normal schools are suffering from having as teachers men who know as much about teaching a normal school as a Pennsylvania Dutch farmer would about navigating the Umbria across the ocean. (These are not his precise words.) It is an interesting question that is propounded, "Who should be teachers in normal schools?" Debate it, teachers.

FLEURY, a French writer near the close of the seventeenth century, wrote: "It seems to me that we ought to accommodate our studies to the present state of our manners, and to study those things which are of use in the world, as we cannot change this use so as to accommodate it to the order of our studies." Why isn't this as true now as then?

A RECENT circular issued by the Dakota board of education announces that the aim in all the institute work of the territory is "the greatest good to the greatest number, at the least expense." Practical hints concerning the best rooms, rules, and social and intellectual programs, are offered to those who have charge of institutes. If these suggestions are followed, Dakota will have some good educational meetings.

CORNELL UNIVERSITY has examined the records of its athletes, and finds that athletics, kept within reasonable bounds, are not in conflict with the educational purposes of the university. Oarsmen average 70 per cent., ball players 73 per cent., and track athletes 76 per cent. in scholarship for the year.

FROM President W. H. Wynn, Midland College, Kansas: "I have gone through 'Talks on Psychology,' with a feeling of indescribable delight because of the extraordinary success you have had in simplifying these profound subjects, and the very lucid way in which you expressed and illustrated them."

ALLEN's Mind Studies have been adopted by the state of Maryland Reading Circle, as a text-book on psychology.

THE late Henry Winkley, of Philadelphia, left \$50,000 to Williams College, \$30,000 to Amherst (in addition to \$50,000 given during life), \$25,000 to Bangor Theological



Seminary, and \$30,000 each to Dartmouth, Bowdoin, Exeter, Andover, the American Bible Society, and the Philadelphia Y. M. C. A.

SEVERAL years ago, in Illinois, a community largely Catholic decided to use the public school rooms after the regular term closed. The directors granted the use of the room free, and the result was that a few persons in the neighborhood brought the matter to the attention of the court, and secured an injunction. Judge Brown, of the county, immediately set the injunction aside, after studying the law on the matter. In Malden, Mass., a case exactly similar occurred, and nothing could be done.

M. LOCKROY, the French minister of public instruction, referring to the study of Latin and Greek, says that "the gods are departing." Those languages had produced admirable literatures. To speak only of England, he should not pity a scholar who had been nourished on historians like Hume, Macaulay, and Carlyle, orators like Chatham and Fox, humanists like Swift and Addison, poets like Shakespeare, Tennyson, and Shelley, novelists like Dickens, Thackeray, and George Eliot, philosophers like Locke and Herbert Spencer. There was no dream of destroying the Greek and Latin studies, but they were not the only solution of the very complicated problem of modern education. There is some thing to think about in these sentences.

MR. E. C. KLIPSTEIN, graduate of the class of '84 of the St. Louis Manual Training School, has been elected assistant in the Manual Training School at Springfield, Mass., at \$1000 salary. He is said to be a promising young man.

TEN of the forty girls who were to have been graduated from the Paterson High School were dropped because they resorted to unfairness on the final examination, whereupon a Paterson paper undertakes to prove that the greatest regret on the part of these derelict girls will be that they will not be able to wear their new gowns on commencement day! The brain of this editor must be of unusual size.

LITTLE girls who don't like to go to school should live in China; little boys who don't like to go should keep away from the Celestial empire. There the girls do not have to go at all, and the boys begin when they are six years old. School begins at daylight, and closes when it is too dark to read. There are no vacations, no half holidays, and not much fun of any sort.

THE NEW YORK SCHOOL JOURNAL will publish at intervals of a month, commencing with September, a four page supplement containing a practical article of some length from some prominent educator. These will not be heavy. It has already arranged for "How to Keep Order" by Jas. L. Hughes, Inspector of Schools of Toronto, Can., author of "Mistakes in Teaching." This will probably run through two issues. It will be followed by Rev. R. H. Quick's "How to Train the Memory." Mr. Quick is an Englishman, well known in this country for his valuable work on "Educational Reformers."

MANUAL training (says the *Detroit Free Press*) is one of the few good things that are good for everybody. It is good for the rich boy, to teach him respect for the dignity of beautiful work. It is good for the poor boy, to increase his facility for handling tools, if tools prove to be the things he must handle for a living afterwards. It is good for the bookish boy, to draw him away from books. But, most of all, it is good for the non-bookish boy, in showing him that there is something he can do well. The boy utterly unable, even if he were studious, to keep up in book-knowledge and percentage with the brighter boys, becomes discouraged, dull, and moody. Let him go to the work-room for an hour, and find that he can make a box or plane a rough piece of board as well as the brighter scholar—nay, very likely better than his brighter neighbor—and you have given him an impulse of self-respect that is of untold benefit to him when he goes back to his studies. He will be a brighter and a better boy for finding out something that he can do well.

TREASURE-TROVE FOR SEPTEMBER contains some features that teachers will find particularly useful in their schools. Many of these valuable articles are very

brief and might furnish good texts for an instructive and entertaining talk with the scholars; for example, "Shreds and Patches," referring to one of the seeming miracles of modern surgery; "One Kind of Slang," which may be made the basis of a good language lesson. "What the Plants Do," by N. O. Wilhelm, suggests some novel views of botany. "A Dream Come True," by John R. Dennis, shows what some inventors are about. While the Biographies of Edison, Margaret Fuller, and Rev. Lyman Abbott are very timely and to the point. The "Prize Stories by Coming Authors," the "Little Ones" page and the Letter-Box are all unusually interesting.

#### A TEACHERS' HOME.

By PROF. LEO A. STAGER.

The Vienna periodical *Schule und Haus* started in 1885 the idea of the foundation and erection of a teachers' home. For this purpose a "Teachers' Home Society" was formed. The projected teachers' home is to contain assembly rooms, a pedagogical central library, a permanent exhibition of means of instruction, offices for all branches of economical self-redress, such as life insurance, pensions, care for orphans and widows, free lodging quarters for teachers residing in the city, etc. Toward the end of 1886 the society counted 700 members; to-day there are already 1,600, and the execution of the idea gains daily more shape.

In the cities of Agram, Prague, Frankfurt-on-Main and Berlin, the teachers are occupied with the same plan. In Leipzig they have already secured a three-story building with assembly-rooms, library, etc., by means of shares and half shares issued at the price of 100 marks (\$25.00) each.

How would a teachers' home do for New York and Brooklyn? Could not the JOURNAL start the idea and secure the support of teachers and institutions?

#### LIGHT AND AIR.

LIGHT and air (says the *British Medical Journal*) are essential conditions to growth and good brain work, especially for school children. If we wish to make children like and respect our schools, we must make them more attractive than the dull and too often squalid homes from which they come to their daily lessons. Good ventilation is always possible, for besides the ordinary means of natural ventilation there is always the possibility of mechanical ventilation. The baneful effects of foul air are very obvious in some schools, where we have seen groups of children presenting the signs of exhaustion from this cause; the pale faces, dull eyes, and restless movements indicating only too plainly the distress caused by want of free supply of oxygen, and accounting for the inattention complained of by the teachers. This cause of exhaustion is easily removable by proper ventilation, and by preventing overcrowding; this is a state of things that must not be confounded with over-pressure from lessons; no child can work well unless there be elbow-room, and plenty of light and air around. It is very desirable to train children in our primary schools to value cleanliness, but this valuable lesson will not be efficiently instilled into the young mind without the supplies of fresh air and light, which are needful to invigorate their nerve-system. The mental and bodily exhaustion which arises in a school from want of sufficient ventilation is too often visible, not only in the children, but also in the teachers; those of us who have worked many hours in ill-ventilated outpatient rooms, know how hard it is to maintain complete intellectual activity and amiability to all around in crowded rooms that are wanting in fresh air. Cases of anemia among female teachers and in the pupils may often be attributed to want of sufficient light and air in school-rooms, rather than to too many hours of work. Education ought to teach practically the laws of health, and should be undertaken under healthful conditions, for the final educational aim should be *mens sana in corpore sano*.

#### THE STUDY OF THE HISTORY AND SCIENCE OF EDUCATION IN THE UNIVERSITY OF THE CITY OF NEW YORK.

##### ANNOUNCEMENT TO TEACHERS.

Upon the announcement, October, 1887, of a course of instruction in Pedagogics in the University of the City of New York, for graduate students who should be candidates for advanced degrees, it was found that there were many without degrees who still wished to pursue the study.

To meet the wishes of these students, the Professor of Pedagogy undertook an extra-professorial work, and offered in the name of the university, and by its authority, courses of lectures upon Pedagogics to classes of non-matriculants.

More than forty teachers were enrolled in this course the past year, among whom have been several principals and superintendents of schools from New York City, Brooklyn, and neighboring cities. The subjects treated have been the History of Education, and, in relation thereto, the History of Philosophy.

For 1888-9 it is proposed to continue and enlarge this work for non-matriculants, providing lectures and disciplines in such branches of mental inquiry as will be especially useful to instructors, with a view to their securing a conscious grasp and mastery of their profession, and also with a view to special university recognition of their calling.

##### ADMISSION.

As a prerequisite to entrance to this class, candidates must hold a permanent certificate from the state of New York, or a certificate of either the City of New York or Brooklyn, or a certificate of an equivalent character. They must also have had two years of successful experience in school-room work.

Teachers in New York, Brooklyn, and vicinity, who wish to enter this class, will meet once a week, between October 1 and April 30, in the university building, Washington Square, on some day convenient to them.

##### THE OPENING ADDRESSES.

The opening addresses to this class will be delivered in the chapel of the university.

OCTOBER 4, AT 4 P. M.,

to which all are invited.

At the close of the lecture explanations of the proposed work for the year will be made.

##### COURSES OF STUDY.

##### I. HISTORY OF EDUCATIONAL THOUGHT.

This division will include (1) Ancient, Mediæval, and later history. (2) Special organizations, as the Bell-Lancaster, Kindergarten, Graded, etc. (3) The school systems of the leading nations of Europe, as well as our own, including a study of the relations of education to the state; also a critical examination of national, state, county, city, and district organizations.

##### II. THE SCIENCE OF EDUCATION.

This division will include, (1) The admitted principles of education. (2) The laws of human thought; and of the mental growth of the child with special reference to influence, motive, habit, character, etc. (3) Ethics and religion as related to pedagogics.

##### III. METHODOLOGY.

This will include the organization, supervision, and management of schools; the art of grading and arranging school work, and the conduct of institutes; school law; the art of teaching and governing; the philosophy and methods of instruction in the various branches; general school-room practice; school hygiene, etc.

##### INFORMATION FOR CANDIDATES FOR THE DEGREE OF PH.D.

Candidates for the degree of Ph.D., who complete the courses of study in Pedagogy, requiring three years, will be credited with three graduate courses. The fourth course of those required for the degree is to be selected with the approval of the faculty from the other graduate courses of the university.

This degree will be given to those only who are Bachelors of Arts or Bachelors of Science of at least three years' standing.

The fee for instruction in each of the four courses for those in this class is \$25.00. The diploma will will be \$10.00 additional.

The fee for instruction in classes of those who are not candidates for Ph.D., but expect other university recognition, is \$10.00.

In some cases where attendance on the lectures is not possible, instruction will be given by correspondence.

Candidates are expected to meet the professor each week, between October 1 and April 30. The time for the meeting of the class, during the coming year, will be Saturday, 11 A. M.

##### PLAN OF INSTRUCTION.

The instruction is given by lectures, conferences, the



study of text-books, recitations, the preparation and criticism of theses, and examinations.

The lectures are either expositions of books read or discussions of topics not treated in available books, or requiring fuller and more practical examination.

#### EXAMINATIONS.

The examinations will be both written and oral, conducted by the professor in charge, together with a second examiner appointed by the faculty. At the close of each course, candidates will be required to prepare a thesis on some cognate topic in form suitable for preservation in the library of the university. For fuller information, address Vice-Chancellor H. M. MACCRACKEN, or Professor JEROME ALLEN, University of the City of New York, Washington Square, N. Y.

For further information see page 158 of this issue.

#### WRONG END FIRST.

By WOLSTAN DIXEY.

When I was a boy, I frequently experienced the grim delight, common to most healthy and wicked youngsters, in throwing stones at a cat. We—the crowd—were not savage to the degree of cruelty; we hadn't heart to fire at point blank, and usually granted the wily feline a considerate thirty yards or so dodging distance; but when the artful creature availed himself of this privilege by suddenly disappearing into a hole which, according to all our calculations, was infinitely too small to accommodate him—when this happened, we usually regretted the leniency which had cheated us of our prey. Not a stone had been thrown, but the cat was gone!

Our irritation sometimes gave place to an incredulous amazement that so enormous an animal had slid so neatly through so small a hole. We examined the opening and measured it; once I recollect I put a hand in and grasped the creature's tail. Instantly I grew mighty with logic. What had gone into that hole could certainly come out; and I pulled at that tail with all the power of deep conviction; need I add that I immediately let go again with a fervor bordering on enthusiasm, and a hand profoundly steeped in gore; it was my own.

Several other hardy souls essayed a similar experiment; but although the tail was well pulled, the cat never came backwards through that hole; and after pondering the subject sagaciously, I came to the conclusion that neither nature nor Providence ever intended a cat to proceed through a hole hind end foremost.

Growing older, as life has opened up to me somewhat, there has been more and more forced upon my attention a general head-foremost tendency in nature, and whenever I notice a weakly human attempt to make an exception to this rule of procedure, it fills me with a sense of awkwardness.

Observe a man backing a horse into a wagon, or backing wagon and all from the street up on to the sidewalk, crash into the lamp-post,—knocking over an apple stand or two. These backward maneuvers may be executed every day—perhaps a dozen times a day—yet they never acquire any grace or dignity, and there is never any sort of readiness about them. To back a horse and wagon is at best a difficult and clumsy piece of business.

And I have sometimes—yes, several times—noticed a teacher trying to back an idea into a child's mind; the analogy seems so close, and the results are so nearly alike, that I am invariably reminded of the horse and wagon. I feel like saying to the exasperated instructor:

"My dear teacher, why don't you turn that idea around? You complain that it is so hard to *drive* ideas into a child's head, but you haven't tried it; you are not 'driving' that idea, you are backing it. Reflect for an instant that the idea came into *your* mind at the tail of a *fact*; and here you have the team by the nose, trying to deliver it to another mind idea first and fact afterward; but it won't do: your mind must be wide enough to turn an idea around in, so it may be driven forth in the natural order of precedence, head on, that is, *fact* on.

Recall, if you will—and if you can—the first entrance into *your* understanding of that simple "vehicle"—of thought—the proposition that "two and two are four." Was it pushed into your mouth like a wheelbarrow? I am afraid it was; and doubtless it glided easily back and forth over your tongue many times without hindrance, but it never entered *your mind* until it was carried in by a concrete example. It may have been two rosy apples picked from the road, with two more skilfully "hooked" from an overhanging tree, which revealed to your juvenile comprehension the transcendent power of even the lower mathematics; I am not prepared to

demonstrate that you came by this knowledge in any such felonious fashion; I only insist that neither "two and two are four," nor any other proposition was ever backed into *your* intelligence. And I maintain that tomatoes, and horses and wagons, and—*ideas* can never be successfully "backed" into anywhere.

#### THE VALUE OF MUSIC AS AN EDUCATIONAL FACTOR.

By H. E. HOLT, Boston, Mass.

No true estimate of the value of music as an educational factor can be made at present. We must wait until the results of legitimate, not to say skilful, teaching are realized and the effects noted. True education in any department of study is not obtained in any appreciable degree through the mere processes of imitation, and very little is yet known of any other processes in teaching music in schools.

The results of these imitation processes are sometimes mistaken for real education in teaching other subjects. A good illustration of this was furnished by the handiwork of the feeble-minded children, shown in the manual exhibit at our National Teachers' Association last year at Chicago. I was very much interested in this exhibit which at first seemed to me to be very remarkable, and I inquired very carefully into the processes by which such seemingly wonderful results were obtained by feeble-minded children. I found that these results were brought about by the most careful and painstaking imitation processes. I saw at once that these same feeble-minded children could have been taught to sing like angels in the same way that they had been taught to do this artistic work with their hands, a patient, talented angel to sing for them to imitate only being necessary. And when I witnessed as I did in the musical department of our National Teachers' Association, during the same week, two exhibitions in singing under the direction of two professional teachers of music of national reputation, when I saw bright, intelligent, young ladies who were justly the pride of Chicago's best schools, and also a class of ladies, many of whom I was told were teachers of Chicago, when I saw the intelligence represented by these talented people very largely ignored, and saw them treated musically with the same imitation processes necessary only in teaching the feeble-minded, I said, surely the millennium has not yet come in the teaching of music, certainly not in the great metropolis of the West, however artistically such classes may have been taught to sing single melodies. We shall never know the educational value of music so long as we treat our children in teaching it as though they were feeble-minded.

I would not for a moment be considered as criticising any one personally. I cite these instances as an illustration of the general condition of musical education throughout the country. The same thing has been done in Boston for years, only upon a very much larger and more expensive scale. The difficulty of teaching music in the public schools has not been in the subject taught. It has not been in the children. It has not been in the notation or representation of music by any means, as some would have us believe. The trouble has been entirely with the *teaching*, which has failed utterly in comprehending the true elements of music and their proper presentation to the mind for its action. Instruction in music in public schools has become a national question, which rises in importance far above all pecuniary considerations or questions of local pride, contentions, and prejudices. We should discuss the question calmly from the best interest of music alone. We have arrived at that period in the history of music when we are to decide whether our children, and those who follow them, shall be subjected to the expense, confusion, and annoyance of two notations in music, one to sing from and one from which to play musical instruments. If this state of things exists in the future, we are responsible, and I make the assertion without qualification or apology to any one, when I say that it can be brought about only through our stupidity and ignorance in *teaching* the subject. What are the prospects of a proper solution of this matter? I must confess that if left to the musical profession to settle I see two notations staring the people in the face. If on the other hand the great army of educators and teachers in our public schools take hold of the matter, they will solve the problem very speedily, and the country will be saved from the confusion and annoyance of two notations. I believe the time is near at hand when the musical profession will have as little to do in teaching vocal music in public schools as it now has with teaching arithmetic, unless specially prepared for the work.

#### OBSERVATION LESSONS.

By E. E. KENYON.

At a recent meeting of one of the sections of the Brooklyn Teachers' Association a class of children from seven to ten years of age were present, and three lessons were given, two on the cow and one on a toy. An abstract of suitable material from which the substance of the lessons on the cow was drawn was published in another issue of the paper. The lesson on the toy was introduced between the first discussion of the cow and the review that followed. The exercises were announced on the printed program as "object lessons." It being out of the question to lead a "real live" cow to the top of a four-story building, the bovine was represented by a string of bone buttons, a piece of sole leather, a horn comb, some bits of glue, a chunk of mortar (from which hung semi-detached pieces, showing a use for the hair of the cow), and a toilet article made of the polished hoofs of one foot. The latter charmed the eyes of the children, and afforded opportunity for a little talk about hidden beauty.

The toy was of painted tin, representing a bird chasing a cherry and from it were developed exercises in color, solid form, plane form, and sound, besides questions on motive and motion, cause and effect. The questioning was carefully confined to the limited powers of young children and a lively interest maintained to the end.

The following remarks concluded the exercises:

These lessons on animals are *observation* lessons only in so far as they are made so by the method of the teacher. We cannot always bring the live animal into the class-room, but we can bring parts or products. We can also stimulate future acts of *observation* by arousing an interest in the animal discussed, and raising questions in the child's mind that he will wish to satisfy at the first opportunity.

The most that any teacher can do in one of these sample lessons is to indicate what she would do if required to give them to her own class. If I were required to present the cow as a subject of study to fifth or sixth grade pupils I should:

1.—Consult many authorities for facts and select with reference to—*a* :—The children's mental appetite; *b* :—The distinguishing features of the ox family in scientific classification. I should not touch upon the history of the cow in by-gone ages, or upon those peculiar courses of evolution by which she has become here more distinctively a meat-producing, there more distinctively a milk-producing animal. I should try to keep in mind that these are prescribed as *observation* lessons.

2.—I should arrange my selected data in some convenient form to be used as memoranda. I should not, however, strictly follow any order in instruction. In some higher class, when the child returns to the study of the cow, with accumulated correlative knowledge to assist in classification, he may be taught to arrange his own facts; and to give the cow her place among quadrupeds by the same general laws of arrangement. A little of this may be attempted here in indicating the course of the final description.

3.—I should try to teach these selected facts in the course of two or three lessons—not have them memorized, but present them strongly and review them lightly.

4.—I should devote the last lesson to obtaining from the pupils as systematic a description of the general appearance of the cow as possible, relieving this by the recital of individual experiences and the encouragement, both incidental and direct, of sentiments of affection and sympathy for the cow and other domestic animals.

The most excellent book on primary teaching that I have had the good fortune to read, giving plan and material, and more important than all, *motive*, is "Quincy Methods," now on our free list. It can be obtained through principal's order.

Not less in value than these natural history lessons are lessons on common objects,—especially in these lower classes. The more children can be led to see in their toys, in their surroundings at home, in the ordinary things of city life, since they must live in the city, the more their lives will be enriched and their powers for future enjoyment and usefulness enhanced.

It is a question worthy of much thought, whether *all* of our teaching may be made to conduce directly or indirectly, to this habit of close observation. For instance, could not each day's reading lesson be made to furnish subjects for the number lesson, the observation on language, the drawing and penmanship lessons for that day? Could not all the lessons on form, color, etc., be given from common objects, with a semi-occasional chart exercise used merely as a test? I am afraid we do harm in separating what nature has put together, in



taking the elements of thought,—form, color, number, etc.—continually under separate consideration—in a sense abstracting them. Pupils form a *habit* of abstracting them and are less apt to apply them in ordinary observation.

[TO BE CONCLUDED NEXT WEEK.]

#### VACATION OCCUPATIONS.

By C. M. HAROER, Abilene, Kan.

##### LEARNING FRENCH.

It is easy enough to tell how vacation may be enjoyed by a high salaried professor or preceptor, who can visit any place his or her fancy dictates a preference for, no matter if it lies three thousand miles away. But for one of these there are thousands who have barely enough funds to live on through the summer months, not sufficient to allow a trip anywhere, to say nothing of attending the National Educational Association, though the desire to do so may be ever so strong.

What can such teachers do to make vacation a profit to them.

For one thing, change your position from that of the teacher, the autocrat, the dictator, to become the pupil, the learner. We suppose you cannot afford to attend a "summer school;" but do not, on that account, for a moment think you are debarred from gaining all the knowledge there imparted.

The teacher's mind at the end of the year's work, is in a peculiarly receptive state. For nine or ten months it has been pouring out, and it is hungry for a refilling.

A friend of mine has this summer made up a year in French at a "summer school," thus helping himself that much in his college work. Every teacher who is not already a French scholar, can do the same without any more "summer school" than his own library, and a determination to win. Any teacher who *knows how to study*, can in the summer vacation become a good French reader. Not only will the fact of the mastery of the language be of considerable value to him, but as the French thought is in so many ways allied to the American, much aid can be secured from ability to read the language.

How can this ability be gained in three months, when an ordinary college course carries French through two and three years? Remember we are not talking of *speaking* French, a thing which not even college men can do with any accuracy; but of reading and translating it.

To accomplish this result, purchase a French-English dictionary, Maason's will do, and a grammar and exercise book. Commence with the grammar, looking up the declensions and conjugations, but making no attempt at pronunciation. Having fixed the endings of verb and noun forms, take up the simplest of exercises, those having translations beside them. Read them carefully and consecutively, looking up definitions of all hard words in the dictionary and grammar. Soon you will begin to acquire a vocabulary of French words, and by the time you have completed the exercises, you will be surprised to discover that you really are learning French.

You are now ready for a reading book. Probably nothing is better than a French edition of the New Testament, by reason of its many familiar phrases, and the fact that an English edition will always help you over a puzzling passage.

Having read this carefully, and investigated all idiomatic phrases, and verb forms, you are ready for Gallic literature. Fenelon's "Telemachus" is both classic and simple. Then "Paul et Virginia," "Histoire de Charles XII," and such volumes may follow. By the time you have completed "Telemachus" you should have put in about a month's study, and be able to read twenty to forty pages a day. In a short time, you can translate at least half as rapidly as you can read your native tongue.

It is no mean accomplishment. It opens to you a wide field of science, literature, and criticism, heretofore closed. Translations from the French can be obtained only in expensive copyrighted editions, and many of the best works are not translated at all. On the other hand, if you can read "the lingo," you can obtain the cheap French editions, sold in France for 25 centimes, and here for 50 cents, of the choicest gems of literature, which that rich tongue affords.

This is no chimerical scheme. It is what I have seen more than one young man and woman do; it is what any one can do if the requisite amount of energy is applied to the undertaking.

If you can carry back to the school-room an ability to read the court language of Europe, the most impor-

tant tongue on the face of the earth to-day, except the English, more readily than nine-tenths the college graduates can decipher it, you will have accomplished a task of more value to you than many a day at the seashore or among the mountains.

#### THE TEACHER AND THE FUTURE CITIZEN.

By T. M. GOODKNIGHT, A.M., Franklin, Ky.

[Read at the State Teachers' Association, Mammoth Cave.]

Our teachers should acquaint themselves with civil government, both as a science and an art, and then instruct their children therein so that they shall have a reasonably good knowledge of it. Two hundred thousand of the boys of our state will be voters within the next ten years. Suppose we can and do control the training of these two hundred thousand voters in civil government and practical politics during the time. Now, suppose they shall be organized into an army to vote and work for sufficient local taxation to make our schools the best. With such a voting and working power in hand, we can dictate to any party in power the legislation needed to secure a good system of schools for the state, and the money needed to put and keep them in running order, and get them both.

Citizenship includes our relations to the state, and our duties arising from those relations. An understanding of these involves a knowledge of the state and its relations to human society. In order to get into the minds of the pupils a real conception of the state as a living existence, a force, a being, I would commence with the smallest political division, the school district. The pupil lives there, is a part of it, can understand its boundary, and knows the people in it. Show the pupils the living power of a school district. Let them see that it can own land, a house, school furniture, apparatus, can levy a tax to build a school-house, pay a teacher, keep a fire, contract with a teacher, and punish unruly boys; that it works through three trustees, that a majority of the people make men trustees, and must make them over every three years; that these trustees can act as such only when together, and must put their decisions in writing. This can be taught in twenty weeks to small children, from six to ten years of age, if given in ten-minute talks three times weekly.

Next take up the magisterial district. This should be well taught in another twenty weeks. Pursue the same course with the county. What it is, what its relation to the districts heretofore taught; its geography; its officials; how they are selected and how paid; what is a county court and what it may do. Discuss the poor-house, the jail, the court house, etc. This may require two periods of twenty weeks each. Then pass to the state and the United States. Make them familiar with state geography—natural, commercial, political, and moral. Pursue the same course with the United States in a limited way. This will require several twenty weeks' terms.

The pupil must next learn the methods of exercising the three-fold duty of citizenship—nominating candidates, voting for them, and holding office for the public good. This subject lies at the base of our system in government, and we must introduce it to our school-rooms. While others plead for industrial and technological schools, I shall esteem it my duty and pleasure to contend for more and better teaching of the science of civil government, citizenship, and practical politics.

But some may ask what shall we teach on this phase of the subject? I shall indicate a few points:

1. Teach each one to be true to his own manhood. One has said, "Liberty can be maintained only among a people who practice self-denial, and to whom a virtuous life seems more important than selfish success."

2. Let them be taught that in politics, as in war, organization wins every time, other things being equal; that no one can be a good citizen who does not learn obedience to those selected to command.

3. Let them be taught that it is the duty of every citizen to inform himself on the merits of all questions on which he is to vote.

4. Let them be taught that it is vastly more important to have honest and capable men in official station, than either weak or dishonest men who may agree with you in one point of public policy.

5. Let them be taught that the power to vote is a public trust, and not a private right; that this power is conferred on men for the public good, and not for personal interest.

6. They should know that it is their duty to use their influence in all proper ways to influence citizens indifferent to duty.

#### HOW TO PREVENT UNNECESSARY NOISE.

By MARY F. MORE.

To every true teacher this question is of vital importance. It lies at the basis of all good discipline and school government. Educators of all lands, nations, and ages have studied and debated the question, midnight oil has been consumed, research and invention have failed; weary, bewildered teachers have again returned to their schools with fear and trembling through the trying ordeals of another day, and the majority of us are still in doubt as to the best methods of eradicating unnecessary noise from our school-rooms. How shall it be done?

My first point we will call *punctuality*.

I believe that much of the unnecessary noise in, and around the school-room may be prevented by the teacher's punctuality. Washington said, "Punctuality is an angel virtue," and it seems to me that we as teachers should possess this virtue in the highest degree. Let us look at the teacher who rushes breathlessly at the first stroke of the bell before her pupils. We will find she has lost self-control, hence is irritable, peevish, and fretful. The children she has been accustomed to call by endearing epithets may perchance receive frowns and disapproval. Everything goes wrong. Why? Because the teacher realizes that she has commenced the day by being tardy, and that the unnecessary confusion is an outgrowth of her tardiness. In this connection I would say, place great premium upon punctuality of pupils rather than severe censure upon tardiness.

*Preparation of the teacher.*

If the teacher fully realizes the scope and aim of her work, she will make a thorough preparation, and thus be enabled to hold the attention of her class. Keep apace with the time in which you live. Read the newspapers. Read educational journals and such works as Col. Parker's Talks on Teaching, Payne's Lectures, The lives of Froebel, Pestalozzi, and Stuart Mill. Have your mind well filled with new and interesting facts, and when you stand before your school you will be able to keep good order, because of the magnetic influence which a well-filled mind is capable of exerting. When our minds are as blank as a sheet of paper, when we are in blissful ignorance of all that transpires around us, and have never once drank at the Elysian springs of knowledge, I beg you to tell me the consistency of our insisting upon good order. How can you respect yourself? You are nothing short of a public imposter—an atrocious nuisance!

The last recorded words of Oliver Goldsmith were in reply to the question, "Is your mind at ease?" He said: "No it is not."

Daily apply this to yourself from a worldly standpoint, and put your mind in such a condition that, "The cares which infest the day shall fold their tents like the Arabs, and as silently steal away." You can never maintain good order and govern successfully while your mind is harassed with business perplexities and the gewgaws of fashionable society. Banish all strife and contention and make yourself in every way worthy of the great vocation.

Keep the pupils and yourself in the right spirit—both should meet their work cheerfully and earnestly. Have a frequent change of exercise; this will hold the attention and rest the muscles.

Cultivate the power of self-possession. Be original, be enthusiastic, and love your work. Love your pupils, love them individually—love them for their individuality. Have a marked individuality of your own—do not be a parasite, and strive to maintain good order like some other teacher—if you do you will fail.

But I earnestly say to you: Strive to obtain a broad culture, study the characters of your pupils, acquaint yourself with the parents and school officers, work harmoniously, work conscientiously, work independently, and your labors will be blessed.

Never criticize a pupil unless you can suggest a better mode of procedure.

Do not drill the brightest at the expense of the duller. Look carefully at the temperature and ventilation of your school-room.

Never cease to try the virtue of encouragement. Punish judiciously, sparingly, prayerfully.

Watch the tone of your own voice and your position before your class.

Give due regard to the arrangement of the school furniture, and the seating of your pupils. These are two very important topics.

Strive to have uniformity of movement.

Cultivate the child's faculties with regard to the law



of dependence, this is the keynote of systematic thinking, and systematic, quiet work.

Have, for your watchword, "No excellence without great labor," and your work will be a grand success.

### THE GROWTH OF CITIES.

FOR THE GEOGRAPHY CLASS.

They are making up their new directories in the Western cities, and the usual squabble about population is going on. Chicago claims a population of 800,000, besides about 150,000 in outlying suburbs. The combined cities of St. Paul and Minneapolis claim 378,000. If these figures are reliable, the progress has been unexampled, even in this country of rapid growth. Chicago claimed less than 300,000 in 1870, and slightly over 500,000 in 1880. If it has 800,000 now, it will not fall far short of a million when the next Federal census is taken. St. Paul and Minneapolis had together, in 1870, 33,000, in 1880 they claimed 240,000. The alleged increase for the portion of the current decade which has elapsed is at the rate of 60 per cent. in Chicago, and something over 50 per cent. in the twin cities of Minnesota. This is pretty rapid.

The population of San Francisco was given as 149,000 in 1870, and 234,000 in 1880. It is now common to call it 300,000, though in reality it is probably nearer 320,000. If it is 320,000, the increase during that portion of the current decade which has elapsed has been at the rate of 87 per cent. Eight years ago the population of San Francisco was about the same as that of St. Paul and Minneapolis combined. Now, if the Western volunteer census-takers are to be relied upon, the latter are fifty thousand ahead. Various causes explain the more rapid growth of the city of wheat-mills and elevators. Great exertions have been made in Minnesota to stimulate immigration from Europe. The trunk lines of railroad have been willing to carry immigrants from New York to Minnesota for a mere trifling advance over the cost of ocean passage. Whole families have been shipped from Hamburg, Bremen, and Liverpool direct for Minneapolis.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### MARKED DAYS.

It is becoming a custom of all good schools to celebrate the "Marked Days" of history. During the vacation occurred one of these "Marked Days"—the three hundredth anniversary of the defeat of the Armada. This event took place July 19, 1588.

It was celebrated at Plymouth, England, with great enthusiasm and splendor, July 19 and 20, 1888. First in order was the opening of the exhibition of Armada and Elizabethan relics. They were loaned from all parts of the kingdom, and the collection was rare and interesting. The mementoes were arranged as follows: 1. Pictures and portraits. 2. Swords and armor. 3. Manuscripts and prints. 4. Coins and medals. In the first section were portraits of Raleigh, Howard, Queen Elizabeth, and others, also many noted pictures of action with the Armada. The armor room contained, among a varied collection, an arquebus, or hand gun, with forked rest pikes, breast-plates, a skirt of steel, casques, powder casks inlaid with silver and ivory, Elizabethan rapiers, and battle axes. There was also shown Drake's carved walking-stick, presentation sword, and dagger. The manuscripts and prints included Raleigh's autograph, letters dated from 1588 to 1600, one being from Queen Elizabeth to Raleigh, and another telling of the approach of the Spanish vessels. There were many coins and medals shown, and eight of Drake's snuff boxes. Could they all have been genuine? The owners thought so.

The second day of the *fete* was devoted to laying the foundation stone for a national memorial of the event. At the appointed hour the mayoral procession went to the site of the memorial, and, the mayor, presented with a silver trowel, was asked to lay the foundation stone of a glorious memorial, which would speak of the loving memory of the citizens of the present day for the great men of the Elizabethan age. The stone, a block of Dartmoor granite, weighing three and a half tons, was placed

in position. It will in time support a granite pedestal thirty-five feet in height, surmounted by a figure of Britannia, with the shield of the three crosses, a banner and a trident in her left hand, and in her right a drawn sword. Below will be twelve wreaths of laurel, and in the panels of the shaft, medallion portraits of Howard, Drake, Hawkins, Raleigh, Seymour, Wintour, Frobisher, and others, with their respective coats of arms. The south panel in the base will have a bronze bas-relief, illustrating the destruction of the Spanish fleet, with the inscription, "He blew with his wind, and they were scattered." Beneath this again are to be statues of valor and vigilance.

Next, "Drake's historical game of bowls" was played just where it is supposed the sport was in progress when the Armada's approach was announced. The players were dressed in Elizabethan costumes.

Then came a grand historical pageant. The kings of England beginning with John and ending with William IV. rode by. Then great cars, on which historical tableaux were represented, followed. One pictured the knight of Sir Walter Raleigh, another showed the great men of the Golden Age of Literature, Shakespeare, Spenser, Bacon, etc. A cavalcade of all nations ended the pageant, which occupied two hours in passing. The whole *fete* was a magnificent affair.

The significance of such occasions, lies deeper than splendid show and grand ceremonial. To the thoughtful mind it indicates a patriotism as alive as ever, a reverence for greatness as active as ever, and a strong desire to perpetuate the memory of heroes and their deeds. Our country has not in its train the centuries that lie behind England, but no more glorious a record has ever been crowded into one hundred years of a nation's life. Let us keep it bright by frequent memorials, and constant allusions. The beginnings must be made in the school-room, for it is there that the doings of heroes are oftenest talked about. Such celebrations, even of the humblest kind, are more potent in bringing about the great end of all education—character building—than the learning of lists of dates, and the initiation into the mysteries of cube root.

### HOW ONE TEACHER MANAGED THE BAD BOY OF THE SCHOOL.

BY LUCY AGNES HAYES.

A TRUE ACCOUNT.

In the first place, she was full of love and hope for all the world; and for children especially. She had been hired to teach a district school of fifty pupils, and the school had the reputation of being *hard*. There was a low French element in it, and that element was led by Napoleon Garet, a stout boy of fifteen years, with a prize fighter's chest and shoulders, bullet shaped head, crowned with fiery red hair, and a pair of small, keen, restless reddish brown eyes. He was acknowledged a leader; for every lady teacher that had taught the school, during the previous four or five years, had been literally afraid of him, and had he not assaulted the last teacher when she tried to ferule him, and thus caused her removal from the school? One that had his record, might well be the leader of a gang of lazy, unprincipled, mischievous boys.

The "first morning of school" came, and the little white school-house, at the crossing of the two principal streets of Woodchuckville, was surrounded with boys and girls of all ages from four to sixteen, awaiting the arrival of the "new teacher."

At last they spied her coming down the street with Mr. Hardheart the local committee member at her side. He was telling her of the last teacher's experience with Napoleon, and advising her to show him that she was mistress at once. There was no repugnance on her face, as she viewed the rough Yankee boys and girls, and the sly, slovenly French ones. She saw only their need of knowledge, and was thankful for her high calling.

Mr. Hardheart seized a large hand-bell, and shook it vigorously, at which signal the pupils of the Woodchuckville District School hustled themselves into their respective seats, and into some degree of order. The most solemn of all prayers was repeated by meaningless voices, books distributed to their owners, and the school was ready to hear Mr. Hardheart's stale wishes for "their good behavior toward the excellent teacher whom the committee had secured for them," and his farewell greeting. Miss Benefice was alone with her pupils. There had been a semblance of order while Mr. Hardheart was in the room, but now paper wads were flying through the

air, whispers and cat calls were heard, and riot reigned supreme. It was a trying moment. Miss Benefice was a Boston Normal School graduate, but none of its vaunted "methods of securing discipline" occurred to her now. The teacher's spirit within her asserted itself, in tones that rang through the room she said:

"Scholars, I am so sorry for you! I have come to help you to grow up to be grand, noble men and women! (The school was still.) Will you let me be your friend?" The tears were in her eyes. She held out her hands to them. Mary Garet, a soft, dark eyed girl, as tall as Miss Benefice herself, stood up and threw her arms about the teacher's neck, and kissed her with all the emotion of her French nature; then, without a word, seated herself again. Miss Benefice with the same loving, pitying, entreating expression, with her hands still stretched toward them, said again:

"Scholars, shall we be friends, and work together for knowledge and for goodness? Answer, yes or no!"

"Yes," rang out from every tongue. Miss Benefice had won a victory. The day passed quickly; with a little care on Miss Benefice's part, the scholars began their work well, and in the right spirit: but later on Napoleon's bottled up energy at last broke out in this way. He had emptied his ink-well into a bottle that was in his desk, and by some hydraulic arrangement was blackening his neighbors at will while they were dodging in all directions to escape the spray. Miss Benefice called him to her desk. He strode up with the air of a hero. She took the bottle of ink and laid it on her desk; then laying her hand kindly on his arm she said: "Napoleon, you can make yourself a very good man or a very wicked one. There is no half way for you. I believe in you. Make yourself do right, and say to yourself over and over again, Miss Benefice trusts me." O, she meant every word, and she looked deep into his eyes, and he felt the first desire of his life to *do right, to be worthy of his noble teacher's trust*. "Miss Benefice trusts me!" He had never cried in school before but he did not care now. He had no desire to be a leader now; he only wanted to be *good*, to amount to something in the world, to come nearer to the standard of the only person in it, that had ever *trusted* him. He was a changed boy. Miss Benefice had won a second victory! The change in the Woodchuckville school was the subject of all gossip; the committee agreed that they had never seen the school so well managed, and yet Miss Benefice was not elected another term! There was a lack of *system* about her, in spite of all her qualities, they said that did not justify a second appointment. She gave up teaching, but Napoleon Garet became the power for good, wherever he went. Mary Broché became gentle and more considerate of the comfort of the little ones. Andrew Martin became more manly and truthful; indeed every one of her pupils with whom she spent that never to be forgotten 14-weeks term were incited to noble thought and endeavor by her faithful, loving, powerful teaching. They write to her now. They love her. They are striving to attain to her height. They are better because they knew her. When she goes to give her account, they will not rise against her.

### A FEW HINTS TO THE ARITHMETIC TEACHER.

#### I. RAPIDITY IN ADDITION SHOULD BE EARLY SECURED.

Thousands add with difficulty all through their lives, and difficult adding is very liable to be incorrect. A rapid adder is less liable to make mistakes than the slow and laborious counter. Rapid addition can be promoted in various ways.

1. Teach children to read simple combinations at sight. Prepare cards, large enough to be seen by the whole class, on which are drawn many such combinations as these:

2	8	4	6	7	9
2	7	3	5	2	8

Show these for an instant, and as instantly ask for an answer. After a while prepare cards with combinations of threes and fours, and so on until the capacity of the class is reached. The pupils will take great delight in such an exercise if it is properly conducted. *Do not record mistakes. Do not allow concert replies.*

2. In adding columns of figures, use the ten method. It is said by those who have used other ways to be the best. Suppose the column is as follows: 8 4 7 6 5 3 8 7 2 9 6 4 3 8 9 7 5 6 2. Commencing to add the pupil *thinks* (not speaks) 8 and 4 are 12 (10 and 2), 2 and 7 are 9 (10 and 9), 9 and 6 are 15, (2 10's and 5) 5 and 5 are ten (3 10's), 0 and 3 are 3 (3 10's and 3), 3 and 8 are 11, (4 10's and 1) 41, etc. This is an attempt to follow the motions of the mind, and to one unaccus-



tomed to its analysis it may seem complex, but it is not. The mind moves with great rapidity when it knows what it is about. Uncertainty and doubt impede its rapidity. Let this operation be well understood by pupils, and their rapidity and accuracy will be wonderful.

Adding is reading. We pronounce at once *notwithstanding*, why? Because we have learned the word. We look at the successions of letters, and if there is a mistake in their arrangement, the eye notices it at once. Look at this word—*notwithstanding*—what is the matter? Only the transposition of the letters *h* and *s*; and yet what confusion it makes. It is because we, in reality, spell the word every time we pronounce it, but we do it so rapidly as not to be conscious of the fact. The same is true in adding a column of figures.

## II. RAPIDITY IN MULTIPLICATION SHOULD BE EARLY SECURED.

If the child understands the meaning of the multiplication table, he should not be required to prove every combination, but he should be able to do so. For example, a pupil is asked to show what he means by "7 times nine are 63;" he goes to the board and marks | | | | | | | marks seven times, and counts them, and answers, "This is what I mean."

The multiplication table must be memorized. There is no other way to make good accountants. Addition, subtraction, multiplication, and division are used in practical life continually, and it adds greatly to one's power to be able to perform these operations with great rapidity and unvarying accuracy.

## III. OPERATIONS IN FRACTIONS SHOULD BE CLEARLY UNDERSTOOD.

There is a great deal of misunderstanding in fractions. Nine pupils out of ten, studying arithmetic, will be puzzled to show that one-half of one-half is an example in multiplication. Say, one-half of the half of an apple is the fourth of an apple, and that is division, not multiplication at all! "Divide one-half by 2; is this division or multiplication?"

Then the multiplication of a fraction by a fraction. "A man has eight and three-fourths acres of land, and buys another field just as large, how much land had he then?" "Add three-fourths, three-fourths, and three-fourths, and show by pieces of paper what the result will be." "Add one-half, three-fourths, and two-thirds, and show by pieces of paper what the result will be." If it is an example ever practical, its practical character can be shown to the eye perhaps by pieces of money easier than by paper. The difficulty with the teaching of fractions is that they are not understood. The operations are gone through with according to rules, but not demonstrated by simple experiments or illustrations. *This should never be permitted.*

## A FORMULA FOR EARLY PICTURE LESSONS.

1. *Color stories.* The children volunteer statements about the colors in the picture, as, "The little girl has a blue sash," "The trees in the picture are green," etc., until the subject of color has been pretty well disposed of.

2. *Form stories.* The children tell of the forms they use in the picture, as, "The plate is round," "The top of the table is oblong," "The dog has a sharp nose," "One boy is fat and the other thin," "The soap-bubbles are round like balls," "The water comes through a hollow cylinder," etc.

3. *Number stories.* "Two boys, two dogs, and two cats make six living creatures," "The two dogs have eight feet," "The two boys have four eyes," "The dogs and cats together have eight ears, because four twos are eight," "If one dog should run away, there would be one dog left," "If another boy should come there would be three boys," "If half the cats were to go to sleep there would be one cat asleep and one awake," "Fred is about 3-1-2 feet tall," "Ben is only 3 feet tall." (These estimates may be assisted by allowing pupils to select children from the class who correspond in height, as they think, with the children in the picture, and measure their stature.) "Fred is eight years old and Ben is three years younger; Ben is five."

4. *Name stories.* "I see in this picture a boy, a whip, a goat, a dog, a drinking trough, some water, a tub, some bushes, some hills, the ground, and the sky."

5. *Action stories.* "The boy is riding his goat," "He is pulling the reins," "He is resting the whip on his shoulder," "The goat is standing still," "The dog is looking at the boy," "The water is running, or flowing," "The goat can butt with his horns, and bleat," "The dog can wag his tail and bark," "The boy can crack his

whip and whistle," "The goat, the boy, and the dog can all run," "They can all eat and sleep."

6. *Life stories.* "The boy lives in a house, the goat in a shed, and the dog in a kennel," "The boy and the dog drink milk and water," "The goat drinks milk when he is a kid and water when he is grown up," "They must all have fresh air to breathe," "The boy eats bread, meat, and vegetables," "The dog would like to live on meat alone," "The goat eats grass and leaves," "The boy chews his food carefully," "The dog eats greedily, and makes a noise while eating," "The goat swallows his food without much chewing, and brings it up afterward to chew it over again."

7. *Questions.* "Who is this boy?" "Who gave him the goat?" "How old is he?" "What is his dog's name?" "What has he brought the goat here for?" "Where does the water come from?" "What kind of a day is it?" "Where is the boy's hat?"

8. *Tell the story of the picture.* This is an impossible task for young children, unless the teacher first assists them by a series of questions. After the questions have been answered seriatim, perhaps twice, let some pupils attempt the narrative unaided. Then let others tell what he left out.

*Do not try to cover all of the above ground in one lesson.*

E. E. K.

## COMPOSITION WRITING.

Can composition writing be made a pleasure in schools? It certainly can be, if it is rightly managed.

In the first place there must be no attempt made to make "bricks without straw." That is, to say to a school or class in general, "To-morrow you must all of you hand in compositions," would be a foolish act for a teacher; and yet many do it. There must be a subject in each one's mind to which he can connect the concepts that he has in more or less abundance. The art of the teacher will be to furnish or suggest a subject, a suitable subject, and then proceed to present motives and encouragement for action.

1. *The selection of a subject.*—Every one knows that on some subjects he can write with ease; the reason is that he has in his mind ideas or concepts that he can connect with that subject. An instance comes to mind that illustrates it.

In my school was a certain James —, who was very irregular in attendance, and very idle, a tall boy of 18 years of age. He was sure he could not write a composition, and it did not seem to me either that he could produce anything. I sat down with him after school and proposed several subjects. No, he could not write on any of them. Finally, not to be beaten, I asked him what he had had for breakfast. "Buckwheat cakes," was the reply. He smacked his lips over the memory of the taste. I started him to talk, and after a few minutes I handed him his slate and bid him write what he had told me. He seemed astonished, but went to work. The production was read on the following Friday, and (by my connivance) was considerably applauded. The title was "What I like for Breakfast."

I learned a great deal from this little incident. In fact, I learned how to make composition writing a pleasure. The compositions became a thousand times better, and the reading of them attracted a large audience.

2. *A subject book.*—I got a little book and hung it by a string to a corner of my desk and put in it all the subjects I could think of, and then called for subjects from the pupils. They became interested, and we had a unique collection. The pupils were at liberty to select their own subjects. There was a day (say Thursday) set in which every one reported whether he had selected a subject; on Monday he applied for hints or help if he needed; on Wednesday they were handed in.

3. *Encouragement.*—The great business of the teacher is to inspire the pupil with a desire to work; this is eminently true of composition writing. Having got the pupil to select a suitable subject he may need hints; he may need inspiration.

(1) Try to have the subjects selected kept a profound secret; then a curiosity will be awakened on the part of hearers.

(2) Try to stop criticism and awaken encouragement on the part of the pupils.

(3) Point out yourself what are good ones; say plainly, "That was a good thing that James — gave us;" never mind the spelling, the penmanship, the grammar; you are after *ideas*. Encourage brilliancy, quaintness, originality.

(4) Get the people to come in and hear, and praise,

(5) Try to create an *atmosphere of writing*, of reporting, of jotting down ideas.

(6) Let the teacher write compositions and have them read.

(7) Select say ten compositions, and let them be read by a good reader, and then let the pupils guess who wrote them.

(8) It is well to have the composition read by another than the writer; the rule that each must read his own is a very poor one.

It will be impossible here to give but a few of the many subjects I put in the "Subject Book." Here are some:

1. Description of my Seat-mate.
2. How my Mother makes Bread.
3. A Lady I saw in the Cars.
4. My Grandmother.
5. Our Cat.
6. The last Sermon I heard.
7. Base Ball and its Dangers.
8. What I like for Lunch.
9. A Dream I had.
10. My Uncle in London.

In some of these the imagination may be allowed to roam at will (Nos. 3, 8, 9, 10); description is easy for some (Nos. 1, 2, 4, 5); reporting is a good form for using the ideas of others (No. 6).

A "subject book" should have 250 subjects in it to be of real service.

I had a boy, a son of a blacksmith, who seemed to have no ability in writing; he was hard to persuade to try. As he had made a trip on a canal I gave him "Description of a Canal Lock." He then began to tell about his getting ready to go, &c., and as there was no time to finish, it was read as it was. It created considerable amusement as there was no "description of a canal lock" in it. This slight incident was made the key; he went on and wrote nine compositions under the same title, and none of them described the canal lock. Every week this boy's compositions were looked forward to with interest by the pupils; he himself became an enthusiast. His father and mother came to hear him read, and great amusement was created.

And here is the last word—contrive to work in fun and amusement; don't make composition reading a funeral.

## EXERCISE IN THE USE OF PREPOSITIONS.

Teacher takes a small object in her hand, and, by holding it as indicated, draws the following statements from her pupils:

The box is on your head.  
The box is above your head.  
The box is under your chin.  
The box is behind you.  
The box is before, or in front of you.  
The box is between your hands.  
The box is among the things on your desk.  
The box is in your left hand.  
The box is in your right hand.  
The box is to the right of your face.  
The box is to the left of your face.  
The box is in the middle of my desk.  
The box is in the upper left corner of my desk.  
The box is in your desk.

E. E. K.

It is not the place that makes the man, but the man that makes the place, honorable. —CICERO.

The grace of heaven,  
Before, behind thee, and on every hand,  
Enwheel thee round. —SHAKESPEARE.

Music washes away from the soul, the dust of everyday life. —AUERBACH.

What I don't see  
Don't trouble me;  
And what I see  
Might trouble me,  
Did I not know  
That it must be so. —GOETHE.

It is the little rift within the lute,  
That by and by will make the music mute,  
And, ever widening, slowly silence all. —TENNYSON.

They are never alone who are accompanied by noble thoughts. —SIR PHILIP SIDNEY.



## THINGS OF TO-DAY.

## FOR GENERAL REVIEW.

About 150 people were killed by the hurricane at Havana. The loss was \$1,000,000. [Where is Havana? Is that region subject to hurricanes? Why?]

A grand army encampment was held at Columbus, O. Gen. Sherman was there. [What is the grand army? How long has it existed? Who was its founder? Will its numbers be likely to increase or decrease? Why? Give something of Gen. Sherman's war record. What is meant by "from Atlanta to the sea"? What rank did he attain? What other officers bore the same title? Why will no others be likely to secure it? When was Gen. Sheridan given this rank?]

A premature explosion occurred in Wicke's Tunnel, Montana. Nine men were killed. [What substance is used for blasting? What was formerly used? Which is the more powerful? What is the advantage in constructing tunnels? How are mountains sometimes crossed? What is the "switchback" in Pennsylvania? What are the most famous tunnels in the world?]

Henry George's offer to discuss the tariff question with Col. Ingersoll was declined. [What famous book has George written? What is his theory of taxation? For what is Ingersoll noted?]

Richard A. Proctor, the astronomer, died in New York of yellow fever contracted in Florida. [What was his reputation as a scientist? Why are cases of this disease infrequent in New York?]

Gen. Boulanger, who intended to visit Russia, will not be welcomed there by the government. [Give some facts connected with Gen. Boulanger's career? Why is he not wanted in Russia? Why does that government not like agitators? How do they attempt to suppress free expression of thought? What is meant by censorship of the press? Where are those who offend the government sent?]

The report that Secretary of the Navy Whitney intended to retire is denied. [What are the duties of the Secretary of the Navy? How many members are there in the cabinet? How many were there during Washington's term? Why was the number increased? Mention some men who have held cabinet positions and have been defeated for the presidency.]

## FACT AND RUMOR.

Thomas A. Edison is studying the problem of aerial navigation. [Mention some of Edison's inventions. Why does the phonograph reproduce the human voice and other sounds? Why is aerial navigation desirable? What difficulties are met with in solving the problem? In what way have balloons been used during recent wars? What dangers do aeronauts encounter? Is there any way of steering a balloon? What is a parachute?]

During his stay in Philadelphia, Prince Henri d'Orleans will be the guest of George W. Childs. [Who is Prince Henri? What does Mr. Childs own? What is the secret of his popularity?]

Dr. Oliver Wendell Holmes has made more money as a surgeon than as an author. [Name his works. What is one leading characteristic of his writings?]

Mrs. Julia Ward Howe preached a sermon at Tiverton, R. I. recently. [Of what famous hymn is she the author?]

Chauncey M. Depew recently returned from Europe. [What position does Mr. Depew hold? What large towns on the New York Central Road? What other railroads stretch from New York City to the lakes? How was freight carried before they were built? How are the canals managed? How does freight coming from the lakes reach New York by water?]

A monument to Duke Frederick William of Brunswick is to be dedicated at Quatre Bras on June 16, 1890, the seventy-fifth anniversary of the battle.

A tablet to the memory of Mrs. Sigourney, the poet, has been erected in Christ Church, Hartford, Conn. [Name her principal works.]

That tired feeling disappears, and you feel active and strong after taking Hood's Sarsaparilla.

## EDUCATIONAL NOTES.

## INDIANA.

H. H. Keep, formerly principal at Pleasant Lake, is now superintendent of city schools at Waterloo, Ind.

The Dearborn county institute met at Lawrenceburg Aug. 26-Sept. 3. Professors J. K. Beck, of the State University, and G. F. Kenaston, of Noblesville, were the chief instructors. A very practical talk on "Morals and Manners" was given by Pres. G. P. Jenkins, of Moore's Hill College, and W. D. H. Hunter gave a lecture on the Shakespearean question. The first association of the year will be held Oct. 20, and Col. Parker is expected to be present. *Wetaburg.* W. W. ANDERSON.

## IOWA.

The annual session of the Wright county normal institute was held at Clarion Aug. 30-Sept. 3. About 125 teachers enrolled. The conductor was Mr. E. R. Eldridge, who instructed in didactics and orthography. Prof. D. S. Wright instructed in arithmetic and grammar, and Mr. G. T. Eldridge in geography and civil government. During the first week Prof. W. N. Hull taught physiology, narcotics, and drawing, and Miss Folsom primary methods. Mr. D. A. Blackman gave lessons in voice culture. An examination was held at the close of the session. The institute was preceded by a summer school lasting three weeks, conducted by Messrs. G. T. Eldridge and J. R. McCullom.

The summer school of methods had 500 teachers present. The lectures by Prof. Welch on psychology were exceedingly interesting. (He is the author of "Talks on Psychology.") Dr. Powell lectured on composition.

## MONTANA.

Every teacher in Custer county, Montana, takes one or more educational papers, Miss Louise Cooley, county superintendent.

Good! This is the second county in the United States that we have heard of where such a fine percentage of the teachers are interested.

## MICHIGAN.

State Supt. Estabrook delivered a lecture in Saginaw recently on "The Teacher and his Work." It was a masterly argument.

Supt. Thomson remains at the head of the city schools of Saginaw for another year. Prof. F. B. Wixson, of Iowa, has been engaged as principal of the high school, and J. F. O'Keefe, of New York, takes charge of the training school.

Saginaw county has just closed a very successful teachers' institute. Hamilton King presented the subjects of United States history and English grammar. Supt. Swain discussed arithmetic and civil government. Supt. Thompson showed how to teach primary reading and geography. J. F. O'Keefe discussed school discipline.

A manual training school is to be organized at East Saginaw. Miss Rose, the well-known educational reformer of primary work, has connected herself with Alma College. X. X.

## NEW YORK CITY CORRESPONDENCE.

The Normal College entered on its fall term last week, is crowded to a greater degree than it has been in previous years. More than 1,700 young women have been present each day so far. President Hunter recently said that 750 of these belong to the introductory classes and were admitted last June. The studies of the College of the City of New York began last week, and the trustees of both colleges held their meetings on Tuesday last.

## COLLEGE OF THE CITY OF NEW YORK.

The chapel of the College of the City of New York was filled with students last week at the opening of the term, nearly one thousand of the 1,275 registered on the rolls being in attendance. General Webb, the president, talked to the students for half an hour, explaining, for the benefit of the introductory classes, the college rules, and the work of the term.

The public schools throughout the city had a larger attendance than usual at their opening last week, and it is estimated that fully seventy-five per cent. of the registered number of pupils were present. Applications for the admission of new pupils was greater in the Twelfth ward. In some of the schools Superintendent Jasper said there were more parents seeking to obtain admission for young children than could be attended to by the teachers. The enforcement of the regulation not permitting more scholars in a class-room than the seating capacity calls for, will cause many children to be turned away from the up-town schools. In primary school No. 43, in Eighty-eighth street, and in the primary department of No. 39, in Eighty-seventh street, about 200 children were refused. One estimate places the number of children in the ward who cannot get into school for lack of room at 8,000.

The school superintendents assembled in Mr. Jasper's rooms to arrange their plans of work for the week, and Clerk McMullin and his staff were fully occupied with the business details of the system. Mr. Jasper stated that he had received no word as to the action of the Eleventh ward trustees in the case of Miss Mason.

Over 100,000 children are now in daily attendance in the public schools of this city.

There is a growing feeling that large buildings are a mistake. Smaller structures and more of them would give more sunlight, better air, and more room. Of course it would cost more, but what of that, when the interests of 100,000 children are at stake. It pays to make education as good as possible.

## HOW MANY MORE SUCH ARE THERE?

Edward Marschneider ran away from his home at No. 763 First avenue on Monday. He sent a letter from Jersey City to his parents saying that he had left home because he did not wish to go to school, and he was afraid his father would whip him. He also declared that he wished to earn his own living, and he begged his parents not to search for him. The lad is fourteen years of age. On Monday he drew out \$22 which he had in the Germania Savings Bank, and left the city. He also had \$6 and a watch worth \$50.

Mr. Walter Damrosch has decided to supplement his "Course of Saturday Morning Lectures" delivered in the spring, on the subject, "The Best Methods of Instruction in Vocal Music in our Schools," by a "Course of Ten Lessons" on the same subject, during the present term. He has selected the afternoons of Sept. 19, 21, 23, 25, and Oct. 3, 5, 10, 12, 17, and 19 at four o'clock, at Association Hall, 23d street and Fourth avenue. The tuition fee, for the "course," is five dollars. Mr. Frank D. Beatty, No. 740 Broadway, New York City, can receive applications.

## GRAMMAR SCHOOL NO. 2.

This school has an excellent reputation for solid work. The press of the boys who want to attend here has led to the erection of a new building in the rear. Mr. A. J. Whiteside, the vice-principal, was found in charge, Mr. Southerland being ill; he evidences his competency in many ways. Miss Pope, principal of the girls' grammar school, is without a superior, judging from the earnestness, studiousness, and attainments of her pupils; these points have always been observed in our visits here. She is one of the many lady principals who want to see the teachers studying education.

## FREE LECTURES.

A law has been passed providing for three free evening lectures to be delivered in each ward of the city every week from October to March, and the committee having the matter in charge will

report in favor of making the compensation for each lecture \$10. Some of the members of the committee, as well as members of the board, do not favor this act. It was passed by the legislature last winter, and signed by Governor Hill. There is an impression among some of the commissioners that it was a semi-political measure, designed to provide for party hangers-on. Ten dollars it is said, will not secure the services of any really valuable lecturer. Another ground of objection to the measure on the part of members of the board of education is that the plan is too general for an experiment of this character. It provides for seventy-two lectures a week, which in the twelve school weeks of the present year will cost more than \$8,000, and for the entire season, with necessary adjuncts and apparatus, nearly \$30,000.

## TO TEACHERS IN NEW YORK, BROOKLYN, AND VICINITY.

Have you not at times found your daily work running more smoothly because of a word from some friend whose experience led you to seek his direct counsel? Or have you not spoken indirectly of your class-room difficulties, or been tempted to do so, with the hope of receiving helpful suggestions? This is not an uncommon experience. Strong as well as weak teachers seek safety in counsel. Some, by constant inquiry, reach deeper educational thought, truer insight, nobler purpose, better method, more successful and easier work. Others, no less earnest and faithful, silently and vainly struggle, conscious of weakness, and unconscious of its cause. To which class do you belong? When something is the matter do you always know just what it is and how to rectify it, or have you regularly failed to satisfy your own demands, and then wondered why? In either case would you not welcome communion at regular intervals with your fellow teachers to study and discuss under proper limitations the principles of education and their application to the work of a class-room? Would not this work surely discover for you improved methods, and be of the most direct personal benefit? Your real success as a teacher does not consist in merely a knowledge of the subject you are teaching. It lies far deeper. The study of the history and philosophy of education makes this evident. It stimulates everyone to join his experience with that of others to learn more fully what a child's mind is, how it receives and appropriates knowledge with least difficulty, by what motives to influence it readily, how to form habit, to govern, to question, to instruct, in short, how to know when he has made the most of his material, and done the best that can be done.

As may be seen in the course of lectures laid out in the other announcements, the serious study of pedagogy is now possible for all. The UNIVERSITY of New York has established for practical teachers a thorough post-graduate course under the charge of a faculty of three: Dr. Jerome Allen, on "The History of Education" and "Methodology," and Dr. Edgar D. Shimer, on "The History of Philosophy." It is expected that arrangements will be made by which Dr. Nicholas Murray Butler, Lecturer in History and Institutes of Education in Columbia College, and President of the College for the Training of Teachers, will take charge of the course in "Educational Psychology" during the coming year. Hitherto only those teachers who had already won college degrees could enter upon university training in quest of fuller equipment and higher degrees; now every teacher may not only enjoy the same opportunity for active study, but may also hope to receive recognition from the university for work accomplished. Why should not every one join in this effort to place the teaching profession on equal footing with the other learned professions? All earnest, thoughtful teachers are uniting. Do you not wish to join one of these classes of eager seekers after practical school-room wisdom?

The following letters will show that the action of the UNIVERSITY has been approved by well-known teachers, deeply interested in whatever may increase the power or enhance the dignity of the profession.

FROM PRESIDENT HUNTER, NORMAL COLLEGE, NEW YORK CITY.

"I most heartily approve the course of lectures on pedagogy established by the University of the City of New York, and trust that the good work so well begun by Prof. Allen may be continued. Anything that will tend to elevate teaching into a learned profession must always command my earnest support."

FROM ASST. SUPT. WM. JONES, NEW YORK CITY.

"I cheerfully recommend to the teachers in our schools the proposed course of lectures on pedagogy in the University of the City of New York. The more thoroughly they are mentally equipped for the prosecution of their important work, the more successful will be its results."

"The proposed lectures embrace a variety of subjects in connection with education, and those who can find it convenient to



attend the course will certainly secure a mastery of their profession which will be profitable to themselves and to their pupils."

FROM PRINCIPAL E. A. HOWLAND, G. S. 68, NEW YORK CITY,  
PRESIDENT TEACHERS' ASSOCIATION.

"It is with great pleasure that I learn of the intention of the University of the City of New York to continue its course of pedagogical lectures during the coming fall and winter.

"All teachers who are interested in raising their business to a profession in all its true sense will rejoice at this opportunity for improvement.

"May all join in helping the good work on by their personal support!"

FROM PRINCIPAL H. P. O'NEIL, G. S. No. 1, NEW YORK CITY.

"For the information of progressive teachers, I take the utmost pleasure in testifying to the great value of the lectures in pedagogy delivered during the past term at the University of the City of New York by Dr. Jerome Allen. Having attended the full course and followed the manner and matter of the lecturer with close attention, I have no criticism to make other than to accord him the highest praise, and my cordial thanks for the personal benefit I have derived from attendance. I trust that the coming term will bring to the expanded course on this subject such an attendance of teachers as the enterprise and progressive management of the university deserve."

FROM PRINCIPAL J. T. BOYLE, G. S. 75, NEW YORK CITY.

"The University of the City of New York has announced a course of lectures in pedagogy to be delivered during the winter of 1888-89.

"The plan and scope of this course appeal to the mass of teachers who sympathize with any effort that has for its object the elevation of the profession of teaching, and which is designed to give security and strength to its practice. I congratulate the teachers of this city on the opportunity which is herewith given, and earnestly commend these lectures to their earnest support."

FROM PRINCIPAL W. M. JELLIFFE, G. S. No. 45, BROOKLYN.

"The lectures of Professor Allen on the 'History of Educational Thought,' have been exceedingly interesting and instructive. They show evident deep and wide research, abound in thoughtful and useful suggestions, and cannot fail to be very profitable to all who may join his classes, or have any interest in the art and science of teaching."

FROM SUPT. W. M. BARRINGER, OF NEWARK, N. J.

"From frequent attendance on Dr. Allen's lectures, I can heartily indorse his course, and recommend it to all teachers who are able to avail themselves of the advantages of it."

FROM PRINCIPAL A. G. MERWIN, G. S. No. 24, BROOKLYN.

"I listened to the university lectures of Dr. Jerome Allen with very great interest. In these lectures he presented the history of education, showing how our present forms and systems had grown out of the past, discriminated among educational principles as to their application to present and past civilizations. While his lectures were valuable to the teacher in themselves, they were even more valuable in the thought that they excited. The teachers who were in attendance were led to persistent study and investigation, and this was followed by judicious discussion. I am of the opinion that the lectures of Dr. Allen have had a very beneficial influence on those who listened to them, and that they should be continued or repeated during the coming season."

FROM PRINCIPAL L. B. HANNAFORD, G. S. No. 22, BROOKLYN.

"Having attended a course of lectures on pedagogy at the University of the City of New York, and having derived great benefit therefrom, I should be glad to induce many other teachers of Brooklyn to attend the course for the coming term."

FROM PRIN. EDWARD R. SHAW, YONKERS HIGH SCHOOL.

"Having had opportunity during the past year to listen to several of the lectures given to the class in pedagogy at the University of the City of New York, and to the discussions following those lectures, I can testify to their great practical value to teachers, to the stimulus they give, and to the historical knowledge afforded of what has been done in education, and of what in comparison is being done to-day."

FROM SUPT. C. E. MELENEY, SOMERVILLE, MASS.

"Ever since leaving Paterson I have been wanting to get an opportunity of writing you a line or two in regard to the university lectures on pedagogy.

"I regret exceedingly that I was not permitted (because of my situation) to attend your entire course. What I heard was grand and inspiring. They were up-building, broad, and liberal. I know that the work is appreciated by the whole class. I have had opportunity of ascertaining that fact."

FROM MISS JENNIE B. MERRILL, TUTOR METHUEN, NORMAL COLLEGE, NEW YORK CITY.

"The university has taken an advanced step in establishing a post-graduate course in pedagogy.

"The first series of lectures on the History of Education, given last winter by Dr. Jerome Allen were highly interesting, as well as of real practical value.

"I heartily commend the entire course to teachers who desire to extend their pedagogical research."

The opening addresses of this pedagogical course will be delivered on Thursday, Oct. 4, at 4 P.M. in the Chapel of the University of New York. All are invited. Full explanations will be given at that time.

## LETTERS.

161. THE OTHER SIDE OF THE SHIELD.—Your memory articles in the JOURNAL of August 25, are of great interest at the present time, as a large number of teachers have paid fees to become members of Prof. Loissette's classes. Do they feel that they have been swindled? A considerable number of my acquaintances, teachers, lawyers, clergymen, and others have taken these lessons, and since the so-called expose has been made, the question has arisen as to whether we have been duped or not. Not one has expressed such a belief. On the contrary all to whom I have spoken, have stated their satisfaction with the system and their belief that they have received full value for the fee paid.

Your articles contain some statements that appear to me to be somewhat misleading. In "Memory and Its Doctors" the reader is led to infer that the "Discovery" claimed is one of laws. The real claim, if I understand aright, is that the special applications of these laws are new discoveries. No one will deny that Fulton was the inventor of the steamboat, yet the propulsion of a boat by steam was simply a new application of the known power of steam. So, it appears to me, that Loissette's claim "that the learning, and reciting forward and backward, of a series of 100 to 500 words in conformity to three laws given below" is a discovery. If it is not will, some student of psychology kindly tell us what psychologist has made a similar application? The claim for originality is, for the most part, for the methods, and not for the discovery of new psychological principles.

Permit me in passing, to say that the writer of "The Memory and Its Doctors" falls into the common error of attributing to inattention certain phenomena, which are rather due to extraordinary concentration. Why did the man forget his name at the post office? Because his mind was attending to something else. Why did the minister jab his unfortunate horse with the knife? Because the parson's mind was intent upon his sermon. As to the "secrecy" phase of the question, this is largely a personal matter. The man that discovers a new remedy for some "ill that flesh is heir to," and who scatters this knowledge broadcast instead of patenting it, may be a benefactor, he probably would not be considered a business man. Might we not apply the same reasoning to all inventions, to all writings, to all discoveries? As a matter of fact nearly all men who make discoveries try to control them as long as possible for their own enrichment. This is selfish, perhaps, but it is human. If Loissette has succeeded in keeping his discovery a little closer than others, that shows his business shrewdness. And, furthermore, it has not been shown that the author of the "Expose" has been actuated by any high benevolent motives. The decision of the court requiring the author of the "Exposed" to turn over the electrotype plates and other matter connected with his publication, shows that Loissette has a legal right to teach his system in the manner he had elected. It is to be hoped that some of the psychologists who see nothing new in this system, will come to the front with some effective methods for training the memory, for it is a subject of great importance to teachers, and worthy the attention of the best thought.

In conclusion, permit me to call your attention to a circular which I inclose. This advertises a system of memory training, which is the "presentation of a Yale graduate and teacher." It was presented in this section by a gentleman of high standing in the educational circles of this state. You will notice that the student enters into an agreement not to reveal the system for five years. Have the moral natures of these educators been contaminated by the example of Loissette, or has the glamour of that one hundred thousand bedimmed their spiritual eyesight?

Wilkes-Barre, Pa.

W. J. SOLLY.

162. THE BLIND AT SOUTH BOSTON.—It was my good fortune to have the pleasure of visiting the Perkins Institution for the Blind, on Washington's last birthday. This institution, as perhaps the readers of this paper are aware, is located on the most commanding site in South Boston.

Here on the crest of a hill, overlooking the sea and also the main part of Boston, rises this nobly charitable institution. There are 300 persons connected with the institution, 170 students and 30 teachers, workmen and employees. The cost of maintenance for a year is \$42,222.90; a large sum of money to carry on this great charity.

It was a pleasant sight to see some three-score boys, from seven to twenty years of age, seated in raised seats, fronting the audience which packed all the rest of the room. A class of six little boys sang, low and sweetly, Mrs. Howe's "Battle Hymn of the Republic." How little the gifted anchoress, when writing those fine lines, dreamed that little blind boys would one day sing, "Mine eyes have seen the glory of the coming of the Lord." Untrue of the outward, God grant it may be true of their inward spiritual vision. Several of the boys drew and explained pictures of George Washington's home, the cherry tree he cut down and the hatchet with which he did it. The larger boys have formed a band and they played, "America," "Yankee Doodle," and other inspiring airs, with great gusto.

Going thence down through long passageways to the gymnasium, we saw sixteen small boys go through a fine drill with dumb-bells. It was a very pretty sight to watch their swift, accurate motions. After them came twelve larger boys, or young men, who seized their guns like veterans, and went through the manual of arms in a way to shame many a militia company. As they marched and countermarched, shouldered arms or presented, the beholders were silent with astonishment. It seems almost incredible that the blind can be trained to this accuracy and precision, and unity of movement.

Leaving the gymnasium, a hundred visitors crossed the grounds, and entering another building, went up into the girls' school-room. Here were more than three-score big and little misses in school-room garb. On the walls hung maps with rivers, mountains, lakes, and boundary lines, so marked by raised or depressed work that the delicate touch of the fingers of the blind can swiftly trace them. Also, on the walls, hangs the motto, so true of the life of the lamented founder of this institution, Dr. Samuel Howe, "Obstacles are things to be overcome." Some of these girls were busy crocheting. Two little things were asked to write letters, and seizing their writing materials, they composed several sentences. Then an older girl explained an example in algebra, and two others, opening large books with raised letters, read alternately, as swiftly as their fingers could run over the letters, a beautiful poem. Several songs were also well sung, and pieces played with considerable exactness and expression.

In a room but a little way off, sat a small woman, not yet gray, who received a great deal of attention. This was Laura E. Bridgman, whom Dr. Howe brought down from Hanover, N. H., fifty years ago last fall. She is now 58 years old. She can talk swiftly by putting her fingers into or against her teacher's hand. She writes a very good hand and keeps abreast of the news of the day. At my request, she wrote: "God is our strength," and signed her name, almost as quickly as I could have done it. She has a bright, bird-like way and enjoys good health. Her smoothly-combed dark hair is faintly tinged with gray, her face is small, thin, and white, and she wears heavy, dark glasses. Still, she has no difficulty in going all about the house. Certainly, charity, philanthropy, and learning skilfully applied, are doing wonderful things for the blind.

F. H. KASSON.

It may interest your readers to read about the Institute we have just closed in our county. It began Aug. 20, and continued one week. The conductor was Prof. C. W. G. Hyde, of the St. Cloud Normal, and Mrs. Jacques, of Minneapolis. Both are exceedingly able and popular institute conductors. V. D. Eddy, county superintendent, supervised the work. Thirty-six teachers were in attendance. Social and literary entertainment nearly every evening contributed largely toward making the week one of enjoyment as well as profit to everybody present. MINN.

163. INDUSTRIAL WORK IN THE SOUTH.—Mr. R. M. Alexander, a young colored man who worked his way through Biddle Institute, Charlotte, N. C., and who has since taught successfully in Columbia and Greenville, is beginning a good work at Wellford, Spartanburg county. He has bought—and paid for—an acre of land in the town, and has furnished a school-house. He and his pupils have planted five or six acres of cotton, which they are cultivating, and he has arranged to have his pupils taught shoe-making, and blacksmithing. Mr. Alexander has undertaken this work, the industrial education of his people, without help, or the promise of help. I have known the man, the people, and the field, for ten years, and am pleased to give the work cordial endorsement. Assistance of any kind that your readers can render Mr. Alexander will be worthily given.

Greenville, S. C.

WM. S. MORRISON.

## QUESTIONS.

93. Please give in the JOURNAL the correct pronunciation of the name of the inventor of the telephone—Edison.

A. M. HALLETT.

94. Which should be taught first in writing, form or movement, and why?

A. M. HALLETT.

95. What text-books on zoology and physiology can you recommend for the use of a primary teacher.

Never having seen any lessons given on "form" how can I get the necessary information.

A. M. W.

96. At the close of the first year's work what knowledge should a child have of (a) botany, (b) zoology, (c) physiology, (d) geography?

A. NOVICE.

97. Can I legally prohibit the use of tobacco at school, or on the way to or from it?

AN INQUIRING TEACHER.

98. At what age should composition writing begin?

R. O.

99. Is it a good plan to have pupils read in concert?

E. E.

100. Name the three leading literary magazines published in this country.

M. E. B.

101. What authority has a teacher over her pupils while they are going to and from school?

S.

102. What benefits can be derived from the use of supplementary reading?

R. Y.

## A Well Planned Entertainment

once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, if applied for. Best books can be purchased of us at best discounts. List of 1000 BEST BOOKS FOR SCHOOL LIBRARY free. Send for it. E. L. KELLOGG & Co., 25 Clinton Place, N. Y.



## BOOK DEPARTMENT.

## NEW BOOKS.

A HISTORY OF THE UNITED STATES. For the use of Schools. By Edward Eggleston, New York: D. Appleton & Co. 398 pp. \$1.25.

There is no question, but there is room for a new history of this country. For many years the opinion has been gaining ground among teachers that history is not to be learned as a study, but is to find a lodgment in the mind through the interest felt in the narrative. This may seem to be a modern idea, but it is in fact an old one; Cornelius, Rabelais, Locke, and even Milton, Rousseau, Pestalozzi, Froebel, and hosts of others have shown the need of making historical narrative interesting. What boy forgets Robinson Crusoe, or the Swiss Family Robinson? The latter volume, by the way, contains more pages than the ordinary United States history.

Now, the solution of the problem is not so easy. Who can write histories for young people? Shall it be Miss Alcott, Mrs. Burnett, Trowbridge, or Stevenson? The man or woman who holds a magnetic pen for young people, (so to speak) would seem to be the one. Charles Dickens was the pioneer; he wrote "A Child's History of England," that was, and is, quite a success. Other writers have essayed; the latest one, a capital writer for young folks, is Edward Eggleston, and the book now before us, is the product. Of it, we may say:

The general appearance is excellent, maps and illustrations abound, and it is well printed. But every publisher now strives after all that art can bestow. Indeed it is sometimes a question, in our minds, if there is not too great a fulness of illustration in many of our modern text-books. The merit of this book must lie in something beside its pictorial adornments. A careful reading of its pages leads to the conclusion that the author has collected, assorted, arranged, and presented the facts of the history of our country so as to form a most interesting narrative. And more; in comparing it with the stories that are written by the favorite authors for young people, we discover that it possesses the fire of genius. The story of our country is told in a most fascinating way. And if this book were not made a school history, it could not but be immensely popular with young people. The problem of producing a book on history that will attract and hold the attention, and carve its facts into the memory without pressure from the teacher, seems to have been fairly solved.

But can such a book be used as a text-book? We admit there are difficulties in the way of using Miss Muhlbach's historical novels in the school-room. Ten years ago such a book would have met with a cold reception; but a new day is upon us; there are teachers now in the school-room, and there are new ones entering it, who understand some of the psychological laws of childhood, and who will appreciate this work of Mr. Eggleston, and who will have the skill to use it. It must be added, however, that the volume is in very many ways well adapted to employment in the school-room; these features will be apparent on a cursory examination.

The value of the volume turns on its power to affect the mind, and make its facts real, its people real, its scenes real. The time has come for our skillful writers to enter this field of work. We are fast coming to the educational era. The question now in the minds of thoughtful people, is, "What can we do for the Child?" A study of recent text-books shows perhaps, as clearly as any, the great drift of thought. This book has been sent out by this firm, with the conviction that the educational aspects of the times, demand a history that shall be, in the utmost, attractive to the school children, and we think they are right.

BENCH WORK IN WOOD. A Course of Study and Practice Designed for the Use of Schools and Colleges. By W. F. M. Goss, Boston: Published by Ginn & Co. 161 pp. 75 cents.

To avoid all confusion, the author of this book has divided his subject into three parts. Part I. contains the essential facts in regard to the common bench tools for wood, it describes their action, explains their adjustments, and shows how they are to be kept in order. Part II. treats of exercises, of which there are fifteen, including, measuring and lining, chiseling and gouging, sawing, planing, box, bench-hook, halved splice, splayed splice, simple mortise-and-tenon joint, plain dovetail, lap dovetail, blind dovetail, and frame, and panel. Part III. discusses the elements of wood construction, under the heads of timber, carpentry, joinery, and fastenings. A more thorough and perfect arrangement, or guide upon the subject, as presented in this volume can hardly be imagined. In addition to all the information and instruction found, a list of tools is given. This is also, a valuable introduction, giving the interpretation of mechanical drawings, with the illustrations, while upon almost every page of the book, engravings are given illustrative of the subjects.

A SKETCH OF THE GERMANIC CONSTITUTION. By Samuel Epes Turner, Ph.D. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 181 pp. \$1.25.

There is nothing certainly known concerning the Germans previous to 113 B.C. Caesar and Tacitus both mention them; the former, as a people wholly given to war and the chase, while the latter author divides them into tribes and sub-tribes with descriptions of their habits and life. The author of this book, however, has made the subject a matter of close investigation and study, and this book, as a result, is full of valuable information. In its arrangement it is divided into eight periods:—The Primitive Period,—The Merovingian Period,—The Carolingian Period,—The First Feudal Period,—The Second Feudal Period,—The Reformation Period,—The Period of Disintegration, and The Period of Dissolution. The book opens at the time included between the Cimbric War, 113 B.C. and the Defeat of Syagrius by Clovis 486 A.D. The seven great tribes which occupied Germany in the time of Clovis, are described in the second period,—The supremacy of the Franks, the barbaric tribes,—Classes of Society,—The Merovingian Government, with a history of the Mayor of the Palace, covering the time to the accession of Pepin the Short, in 753 A.D. Coming down, in the last chapter, to a more recent date, we find the time to be 1793, war is declared against France, and passing over the eventful history of that time, the author closes with the abdication of Francis II., at which time he issued a manifesto, renounc-

ing the dignity of Head of the "German Empire," and declaring the great empire dissolved. It would be a difficult matter to put into less than two hundred pages more valuable and interesting material, than is found in this volume by Dr. Turner.

NUMBERS SYMBOLIZED. An Elementary Algebra. By David M. Sensenig, M. S. New York, Boston, and Chicago. D. Appleton & Co. 315 pp.

A good work upon any branch of mathematics, by a practical, experienced teacher is never out of place, and this volume by Professor Sensenig will be gladly received. Its aim is to lay the foundation for more extended work later, at the same time aid in supplying the needs of the common, high, normal, and other preparatory schools and academies where the time allotted to this department of study is limited to an elementary treatise. In scope it includes all subjects essential to a study of higher arithmetic, elementary geometry, and the elements of physics. One excellent feature is, that in the earlier lessons ideas and principles are developed inductively, and then formulated into as simple and concise statements as is consistent with truth. Later on definitions appear at the beginning of subjects, and principles are deduced from the solutions of characteristic examples. Still later, propositions are first enunciated and then logically proved,—thus the pupil is led on from the elementary forms of reasoning to pure mathematical demonstration. An unusually large number of examples are given which have been selected with special reference to the class of pupils for whom the work is intended. Taken as a whole, this is one of the best of the elementary algebras.

THE DEFINITIONS OF EUCLID. With Explanations and Exercises, and an Appendix of Exercises on the First Book. By R. Webb, M. A. London: George Bell & Sons, York Street, Covent Garden. 63 pp.

This little volume will be one of the many now in use, that will prove useful to teachers of Euclid, as it supplies hints for explanations of difficulties, which are often felt by beginners. Some of the exercises given may appear almost childish to those who have not yet taught Euclid, but the author claims for them—1. That they give the necessary repetition to ensure remembrance. 2. They prevent mere parrot-like quotations;—and, 3. They enable the teacher to see whether the pupil has really mastered the idea involved. An Appendix contains easy exercises on the First Book, which have been very carefully selected from original sources and from recent examination papers, to illustrate the propositions to which they refer.

PRACTICAL ELOCUTION. For Use in Colleges, Schools, and Private Students. By J. W. Shoemaker, A. M. Publication Department, The National School of Elocution and Oratory. Philadelphia. 308 pp.

The rapidly increasing demand for an extended exposition of the principles of practical elocution, has resulted in Professor Shoemaker preparing the present volume for that especial purpose. It is designed to give a copious collection of appropriate exercises for drill, besides embodying the best system of instruction. One prominent feature, and perhaps the most important one, is the eminent position given to the study of natural speech as revealed by conversation. At the opening of the book is an outline of elocution and analysis of principles, with an explanation of the outline. Following this are chapters on Definition,—Importance,—Conversation,—Principles,—Articulation,—Expression,—Gesture,—Position, and Outline of Methods. The selections given, are old and familiar, but, nevertheless they are among the very best to be found for the purpose.

A MEXICAN GIRL. By Frederick Thickstun. Boston: Ticknor & Company. 287 pp. 50 cents.

In that picturesque region of the southwest, where the Mexican and American waves of immigration meet and mingle, will be found the locality of this most interesting story. It describes life in the high Sierras, and is filled with vivid word-painting. The character drawing is excellent, and the interest in the love-making between the New England school-master and the Spanish-American senorita, is continued all through. It is, indeed a romance of uncommon vigor, and produces wild and impressive scenes with peculiar force, chaining the interest of the reader.

PHYSICAL AND INDUSTRIAL TRAINING OF CRIMINALS. By Hamilton D. Wey, M.D., Physician to the Elmira, (N. Y.) Reformatory. Monograph of the Industrial Education Association, New York City.

This is an account of what has been done in a reformatory institution toward the education and reform of the criminals and unfortunate who have been sent there. The preface says: "From the careful study of the methods used in the development of the idiotic, the criminal, and the insane, the teacher may learn much that will aid considerably to the knowledge of the human mind and the best modes of developing it." The present mode of dealing with criminals is certainly much different from that formerly pursued, and is well worth the attention of the student of social science. In Dr. Wey's essay this subject is very fully treated.

## REPORTS.

TWENTY-FIRST ANNUAL REPORT OF THE SCHOOLS OF MARYLAND, 1887. Hon. M. A. Newell, Secretary.

It is with much regret the facts are noted that the school year is growing shorter, the teacher's salary is growing smaller, with a corresponding deterioration in the public schools. "All that is needed," says the report, "is to go back where we were in 1877, devote the whole proceeds of the state school tax to the white schools, and give from the general treasury the same proportion per capita for the support of colored schools." In accordance with a law passed by the legislature, the study of physiology has been introduced into many of the schools, and it will undoubtedly be greatly extended in the near future. The State Normal School is unable to supply the demand for graduate teachers, especially men—but the doors must hereafter be closed against all except the number required by law (200) unless the General Assembly increases the appropriation. One of the finest institutions in the state is the Maryland Institute for the Promotion of the Mechanic Arts. In the progress of years it has drifted away from the intentions of its founders, but only to adapt itself more nearly to the spirit of the age and the demands of the present generation. Manual training is represented by the Manual Training School of Baltimore, which is supported entirely by public funds, and forms an integral part of the public school system. It is a high school for the hand, as the City College is a high school for the head. The Johns Hopkins University is a growing and popular institution, as is evinced by the fact that it draws its students from thirty-six states and seven foreign countries. The average attendance of pupils in the public schools was 96,410; number of teachers, 3,551.

ANNUAL REPORT OF THE BOARD OF EDUCATION, of Los Angeles, Cal., 1886-7. W. M. Frisener, A.M., Superintendent.

On account of the astonishing growth of the city the board is greatly troubled for lack of school room. At the close of the school year there were eighteen double sessions, that is, two schools taught for half a day each by one teacher. Teachers often overworked themselves to get these schools for the additional salary. The salaries of teachers ranged from \$750 to \$1,300. The principal of the high school recommends that a manual training department be established in connection with that institution. Between the years 1876 and 1887 the number of children between the ages of five and seventeen years increased from 2,649 to 7,457, and the number of pupils enrolled in the public schools from 1,641 to 5,445.

## LITERARY NOTES.

GINN & Co. have brought out "The Elements of Plane Analytic Geometry," by John D. Runkle, the result of many years of teaching the subject.

IVISON, BLAKEMAN & Co. have published Lockwood's "Animal Memoirs, Part I. Mammals," intended as a supplementary reading-book in schools, and also for general reading.

CASSELL & Co. have just ready a new and enlarged edition brought down to date of their valuable volume on yachts and yachting.

TICKNOR & Co. publish a book, entitled "Newspaper Label: A hand-book for the Press," which will prove very timely.

FORDS, HOWARD & HURLBERT announce that, in order to promote a wider circulation of that popular work on natural history, Dr. McCook's "Tenants of an Old Farm," it will be sold this season for \$1.50.

D. LOTHROP COMPANY issue C. F. Holder's "Strange Company," in which are described fishes that climb trees, birds that fly under water, four-footed animals with bills, birds with teeth, etc.

THE SCRIBNERS are to bring out the works of Donald G. Mitchell, ("Ik Marvel") in a new uniform edition of eight volumes.

J. B. LIPPINCOTT COMPANY, Philadelphia, have ready the second volume of the edition of Chambers' Encyclopedia.

BELFORD, CLARKE & Co., have recently published "The Pot of Gold: a Story of Fire Island Beach," by Edward R. Shaw.

## BOOKS RECEIVED.

Selections From Ruskin. On reading and other subjects. By Edwin Ginn. Boston: Ginn & Co. Mailing price, 40 cents.

Famous American Statesmen. By Sarah K. Bolton. Boston: T. Y. Crowell & Co.

The Life of LaFayette. By Lydia Hoyt Farmer. Boston: T. Y. Crowell & Co.

Eclectic Physical Geography. By Russell Hinman. Cincinnati: Van Antwerp, Bragg & Co. Introduction price, \$1.00. Exchange price, 60 cents.

Seven Conventions. By A. W. Clason. New York: D. Appleton & Co. \$1.00.

The Mystery of the Ocean Star. A collection of maritime sketches. By W. Clark Russell. New York: D. Appleton & Co. 50 cents.

A History of the United States and its People. For the use of schools. By Edward Eggleston. New York: D. Appleton & Co. \$1.25.

English-German Model Letter-Writer and Book-Keeper. By Jacob Mayer. Philadelphia: I. Kohler. \$1.50.

Essays and Tales. Part I. Mammals. By Richard Steele. New York: Cassell & Co. 10 cents.

## MAGAZINES.

The August *Sanitarian* contains an address on "Dietetics," by E. A. Wood, M.D., chairman of Section American Medical Association; "The Infant Food Problem," by W. B. Atkinson, M.D.; "Report of Special Committee on Infant Feeding," by Frank Woodbury, M.D.; and a "Symposium on Infant Feeding," by several prominent physicians. Among the other articles of special interest is "Ten Years of Cholera in Calcutta."—In the September *Babynood* Dr. Patton discusses the interesting household question, "What makes Baby Cry so?" An equally valuable article is the "Right and Wrong Use of Drugs," by Dr. Crandall. There are many other articles of interest and value.—"Does Literature Pay?" "Rules of Criticism," "The Story of Rejected Manuscripts," and "New York Newspapers," are some of the topics treated in the September *Writer*.—"Will Carleton's portrait is in the September number of the *Book Buyer*."—Prof. E. D. Cope discusses "The Relation of Sexes to Government," in the October *Popular Science Monthly*, and Prof. Charcot the differences between the two schools of hypnotism. "Spiders and Their Ways," is a finely illustrated article. Prof. Edwin Emerson contributes a striking paper on "Man in Relation to the Lower Animals."—Among the most notable articles in *Vick's* for September, are "Apple Orchards," "Summer Camping," "An Autumn Day," and "Hardy Flowering Plants."

## Simple and Direct.

It was the man of rut and precedent who said: "You can't assist nature." But the principle that an individual can conduct his own business best does not apply here. For nature, as a rule, is prodigal and dissipates a great deal of energy to accomplish her purposes. If you are able to conduct any of nature's energies into a direct channel you not only insure effectiveness, but change caprice into uniformity of result. So in regard to the vital part of nature's breath, oxygen; if we reinforce this restorative principle with increased supplies and charge it with positive magnetization how additionally effective it will be in the building up of vigor, the restoring of wasted tissues and the preservation of vitality. This is precisely what Drs. STARKY & PALEN have accomplished in their treatment by inhalation. Such, at least, is the inference from the following:

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Published June, 1888.

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An Illustrated Monthly Magazine for Young People and their Teachers.

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This beautiful magazine, TREASURE-TROVE, is edited and published specially for children and young people in school. Its contents are of the most varied nature—all specially directed to its helpfulness in school work. There are bright and attractive Stories of a general nature, written by many of the best writers for young people in this country; Stories from Ancient and Modern History; Stories of Eminent Men and Women, with portraits; Stories of Travel and Adventure, illustrated; Descriptive Stories and Sketches of Places of Interest in this and other Countries, illustrated; Easy Stories of Science, illustrated; Stories of Animals and Birds, (natural history); Around the World in 30 days, (department); Ideas of Our Time, (department), describing late inventions, etc.; Every-day Things, their Manufacture and Use, series, illustrated; Pearls and Gems for Memorizing; Poems for Recitation; Short Stories by Our Young Writers, from illustrations; Little Folk's Department, illustrated; Short Editorials; Letter Box; Question Box; Rebuses, Enigmas, etc., etc.

## HOW TO GET TREASURE-TROVE IN YOUR SCHOOL.

1. Secure a club in your school by showing them the magazine and reading from it; it is sure to please.
2. With the commission we allow, you can buy a library for the school—this is done in very many cases.
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Founded on Garfield's saying: "Nine times out of ten the best thing that can happen to a young man is to be tossed overboard and left to swim for himself." It will continue nearly a year.

**ROSSITER W. RAYMOND,**

the author of "Three Elections," contributes a breezy and humorous narrative of adventure in the Tennessee mountains, entitled

### "ON THE WAR-PATH."

This is in his best vein, and like "Three Elections" enlists the sympathies of the whole family. This will be continued in about three issues.

**JOHN PRESTON TRUE**

gives a stirring account in which the training and pluck of a young American "ON BOARD THE SQUID" carry off the palm from an exciting and unusual adventure on the high seas. It will appear in three parts.

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## SPECIAL HARVEST EXCURSIONS.

The Northern Pacific R. R. announces a series of five special Harvest Excursions from St. Paul, Minneapolis, Duluth and Ashland to principal points in Minnesota, Dakota and Montana during August, September and October. Parties contemplating a trip for pleasure, business, or with a view of selecting a new home can avail themselves of rates lower than ever before announced to visit the wonderful country tributary to the Northern Pacific R. R.

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Connecting lines east and south of St. Paul, Minneapolis and Duluth will sell tickets in connection with these excursions at one fare for the round trip.

The dates named will be a very opportune time to visit the wheat fields of Minnesota and North Dakota; also to see the cattle ranges of Montana. Everybody should bear in mind that the Northern Pacific R. R. is the short and direct line to principal points in Montana, and the only line running either dining cars, Pullman sleeping cars, or colonist sleeping cars to Fargo, Grand Forks, Fergus Falls, Wahpeton, Jamestown, Helena, and principal points in Northern Minnesota, North Dakota and Montana.

For rates and other information apply to CHAS. S. FEE, General Passenger and Ticket Agent, St. Paul, Minn., or nearest Ticket Agent.

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## THE PUBLISHERS' DESK.

The teacher often says—or the pupil often says:

"It weighed about a pound."

"It was about two feet long."

Or, "There was about a quart or a peck of it."

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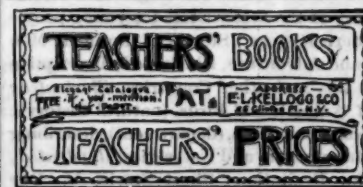
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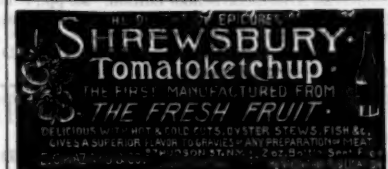
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